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ABSTRACT

Results of the 1988 implementation of the Delaware Educational Assessment Program in 17 school districts are reported for use by state legislators. The report contains a description of the statewide testing program, state-level averages and analyses, and a listing of the averages by content area and grade level for each school and district and district plans to remedy identified weaknesses. The 1988 program focused on administration of the Comprehensive Tests of Basic Skills to more than 63,000 students in grades 1 through 8 and 11 during the period of March 14-25. Content areas covered include reading, language arts, and mathematics, for all students tested, and science and social studies for 11th graders. Test results are used for diagnosis of individual student strengths and weaknesses, placement of students, guidance and counseling, identification of curricular and instructional weaknesses, instructional planning, program evaluation, and implementation of research studies. Results indicate that average Delaware student performance was above the national average at all grade levels in all content areas, and that performance was generally higher in mathematics and language than in reading. Test data for the 17 school districts are tabulated. (TJH)

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DELAWARE EDUCATIONAL ASSESSMENT PROGRAM
1988 REPORT TO THE LEGISLATURE

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Dover, Delaware 19903

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DELAWARE EDUCATIONAL ASSESSMENT PROGRAM
1988 REPORT TO THE LEGISLATURE

Report prepared by:

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December 1988

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STATE OF DELAWARE

DEPARTMENT OF PUBLIC INSTRUCTION

It is my pleasure to present to the legislature the results of the Spring 1988 Delaware Educational Assessment Program. Once again, the results demonstrate that the average Delaware student is performing above the national norm in each content area and at each grade level tested.

The State Board of Education has established an agenda for public education in Delaware which identifies the Delaware Educational Assessment Program as a central component of the information systems essential to implementing its strategic planning initiative. As such, the program provides annual student performance data at the state, district, school, and pupil levels in the basic skill areas. Over the years, these data have proven useful to Delaware educators in diagnosing student needs, improving curricula, and reporting basic skill attainments to the general public. The identification of specific strengths and weaknesses in the basic skill areas allows Delawareans to build on existing strengths and focus resources on identified needs in order to provide a quality education for each student.

The success of the Delaware Educational Assessment Program is attributable to the joint efforts of many people within the Department of Public Instruction and the school districts. Department of Public Instruction staff in the Research and Evaluation Division with responsibility for the program include:

Wilmer E. Wise, *State Director of Research and Evaluation Division*
Alice L. Valdes, *State Supervisor of Educational Assessment*
Kaye R. McCann, *State Specialist of Educational Assessment*
Gail R. Truxon, *Secretary*

Recognition is also extended to the following individuals who served as District Test Coordinators for the 1987-88 school year:

Howard Gaines, *Appoquinimink*
Joseph Price, *Brandywine*
George Benner, *Caesar Rodney*
Edward Schaefer, *Cape Henlopen*
Joseph Crossen, *Capital*
Robert Bigelow, *Christina*
Richard Bulls, *Colonial*
Margaret Clayton, *Delmar*
Judith Cullen, *Indian River*
Arthur Gilbert, *Lake Forest*
William Long, *Laurel*
Judy Spiegel, *Milford*
Edward Barnett, *NCC Voc-Tech*
William Wallace, *Red Clay Cons.*
Shirley Butler, *Seaford*
Wayne Barton, *Smyrna*
Charles Parks, *Woodbridge*

William B. Keene
State Superintendent
Delaware Department of Public Instruction

INTRODUCTION

Governor P.S. duPont signed into law HB 845 in 1978 which provided for the implementation of a statewide achievement testing program in Delaware. This legislation helped to shape the Delaware Educational Assessment Program. The provisions of HB 845, 129th General Assembly (14 Delaware Code §122(b) (17)) included:

- Statewide standardized testing in grades one through eight and eleven in the content areas of reading, English and mathematics;
- Calculation of averages at the school, district, and state levels by grade and subject area;
- Analysis of test results by school district staff and the development of a plan to remedy the weaknesses identified;
- Reporting of individual achievement progress to parents.

For the first five years of its existence, the Delaware Educational Assessment Program administered the California Achievement Tests (CAT), normed in 1977. In the 1983-84 school year, a new test battery, the Comprehensive Tests of Basic Skills (CTBS), was administered for the first time. Norms for this test were established in the school year 1980-81. The CTBS has two parallel forms, U and V. Form V was administered in 1985-86 and 1986-87. Form U was used in 1983-84, 1984-85, and again this year.

This report provides the information required by state law. The information is provided in three sections which include:

Part I - A description of the statewide testing program.

Part II - State level averages and analyses.

Part III - A listing of the averages by content area and grade level for each school and district and district plans to remedy identified weaknesses.

PART I
DESCRIPTION OF THE TESTING PROGRAM

This is Part I of a three-part report entitled:

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM
1988 REPORT TO THE LEGISLATURE

THE DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

The Delaware Educational Assessment Program is administered by the Research and Evaluation Division of the Department of Public Instruction. The division is responsible for managing the assessment program including annual test administration, scoring and reporting of results.

The assessment program is, however, much more than a testing program. It also undertakes activities to increase the usefulness of test data. To this end, the program:

- provides training to school personnel in the use and interpretation of test data in curriculum and instructional improvement
- supports a computerized system for school personnel for immediate access to and use of test data for program management and evaluation
- produces reports for classroom teachers organized by current homeroom or instructional group. These reports are especially useful at the beginning of the school year in analyzing the strengths and weaknesses of students entering new classrooms. In 1987-88, approximately 40 schools requested special reports for over 950 groups involving approximately 20,000 students.

PROGRAM IMPLEMENTATION

This year the CTBS battery was administered statewide during the period of March 14-25, 1988. More than 63,000 Delaware public school students in grades one through eight and eleven were tested in reading, language arts, and mathematics. In addition, science and social studies were tested at grade eleven.

The statewide testing program includes all regular and special education students with the exception of students in special schools or intensive learning centers. This year, state policy mandated that all mainstreamed students participate in the statewide testing program. Exclusion could be determined, however, by the student's IEP team for the following reasons: (1) a severe over-reaction to testing, (2) a moderate to severe learning disability or social/emotional maladjustment, (3) a physical handicap preventing testing, or (4) an inability to speak English. *Results for this year's test given in this report are average scores for regular and special education students combined.*

While the Delaware Educational Assessment Program staff is responsible for managing test administration, scoring, and reporting, the responsibility for carrying out the program rests with all levels of the professional education community. Each school district designates a test coordinator to organize and coordinate testing within the district. In each building a professional staff member is responsible for supervising testing. In most cases, teachers serve as test examiners and proctors. All of these educators are crucial to the successful implementation of the statewide testing program.

CHARACTERISTICS OF THE COMPREHENSIVE TESTS OF BASIC SKILLS

The Comprehensive Tests of Basic Skills (CTBS) is a series of nationally-normed standardized tests published by CTB/McGraw-Hill. The CTBS, Form U, which was administered this year, contains 145 to 380 test items per grade in reading, language arts, and mathematics. In grades one through three, students record their responses directly in the test booklets, while students in grades four through eight and eleven receive test booklets with separate answer sheets. The content areas assessed by the CTBS in each grade are shown in Table 1.

TABLE 1
CONTENT AREAS TESTED BY THE COMPREHENSIVE TESTS OF BASIC SKILLS

Content Area	Grades Tested
Reading	
Word Attack	1 - 3
Reading Vocabulary	1 - 8, 11
Reading Comprehension	1 - 8, 11
Language	
Language Expression	1 - 8, 11
Language Mechanics	2 - 8, 11
Spelling	2 - 8, 11
Reference Skills	4 - 8, 11
Mathematics	
Mathematics Computation	1 - 8, 11
Mathematics Concepts and Applications	1 - 8, 11
Science	11
Social Studies	11

The Reading section of the CTBS includes Reading Vocabulary and Reading Comprehension. In this publication the Word Attack subtest for grades one through three is shown in the Reading section. However, the Word Attack average is reported separately and not included in computing the Total Reading average or in the Total Battery average. The Language section is composed of only Language Expression at grade one and Language Mechanics and Language Expression at all other grade levels. In this publication, the Spelling subtest and the Reference Skills subtest are shown in the Language section. However, these subtests are reported separately and not included in computing the Total Language average score. Mathematics Computation and Mathematics Concepts and Applications comprise the Mathematics section of the CTBS. Science and Social Studies are included at the eleventh grade level only.

REPORTING AND INTERPRETATION OF SCORES

Student responses to the CTBS test were machine scored and analyzed. Computer reports were then generated at the individual pupil, school, district, and state levels. Student, school, and district level reports were distributed before the end of the school year and were available over the summer months for instructional planning. Reports to parents and teachers provide performance data for individual students while reports for principals, district administrators, and state administrators provide data for groups of students.

The score used within this report is called the Normal Curve Equivalent (NCE). The NCE is a standard score scale with a national average of 50 and a range of scores from 1 to 99. This scale was selected because it enables comparisons to be made between different subtests and to the national average for all grades tested. When reading and interpreting district and state averages provided in this report, scores can be put in perspective by comparing the test score to the national average. *Average scores higher than 50 are above the national norm.*

UTILITY OF THE TEST RESULTS

The Delaware Educational Assessment Program strives to be responsive to the needs of students, teachers, and administrators in order to improve the quality of education received by each student. To this end, student performance data is useful for:

- diagnosing individual pupil strengths and weaknesses
- placing students in instructional groups or programs
- guidance and counseling
- identifying curricular and instructional weaknesses
- instructional planning
- evaluating programs
- conducting research studies

PART II
STATE LEVEL RESULTS AND ANALYSIS

This is Part II of a three-part report entitled:

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM
1988 REPORT TO THE LEGISLATURE

1988 ASSESSMENT INFORMATION

STATE RESULTS BY CONTENT AREA

Delaware students as a whole (regular and special education combined) performed above the national norm in all content areas at all grade levels as shown in Table 2.

Reading. Statewide averages for Total Reading and its two component subtests (Reading Vocabulary and Reading Comprehension) were above the national norm at all grades tested. In grades five through eight and eleven, Reading Comprehension scores exceeded Reading Vocabulary scores, while students in grades one through four scored higher in Reading Vocabulary. Total Reading scores were lower than Total Language scores and Total Mathematics scores at all grades tested.

Language Arts. Statewide averages for Total Language and its component subtests of Language Mechanics and Language Expression were above the national norm at all grades tested. Language Mechanics scores consistently exceeded Language Expression scores with the difference between these scores being greater in the primary grades. Total Language scores were higher than Total Reading Scores at all grades tested and exceeded Total Mathematics scores in grades three, six, seven, eight, and eleven.

Mathematics. Statewide averages for Total Mathematics and its component subtests of Mathematics Computation and Mathematics Concepts and Applications were above the national norm at all grades tested. With the exception of grade one, scores for Mathematics Computation exceeded scores for Mathematics Concepts and Applications. In all grades tested, Total Mathematics scores were higher than Total Reading scores. Total Mathematics scores exceeded Total Language scores in grades two, four, and five.

Science and Social Studies. Delaware students in grade eleven scored above the national norm in both the Science and Social Studies tests. No subtest scores are available.

Summary. While average Delaware student performance was above the national average at all grade levels in all content areas, performance was generally higher in Mathematics and Language than in Reading. Total Language scores exceeded Total Mathematics scores at the upper grades, while Total Mathematics scores generally exceeded Total Language scores in the primary grades. More detailed component objective data are shown in Tables 3-7 in the Appendix by content area. Entries labeled percent correct are averages of the percent of students responding correctly to each of the items testing the category objective. These data are for the combination of Delaware regular and special education students and for the national sample.

TABLE 2
AVERAGE SCORES FOR DELAWARE STUDENTS, 1988
REGULAR AND SPECIAL EDUCATION SDTUDENTS COMBINED

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Word Attack	56.0	57.9	58.1						
Reading Vocabulary	58.4	61.0	55.7	59.3	56.6	56.3	54.6	56.4	53.1
Reading Comprehension	56.3	60.4	54.4	58.8	56.7	56.5	56.5	57.0	55.5
TOTAL READING	**57.7**	**61.9**	**55.8**	**60.0**	**56.5**	**56.7**	**56.0**	**57.5**	**55.6**
Spelling		58.0	58.5	58.3	57.4	58.7	57.7	58.4	55.0
Reference Skills				60.8	58.2	59.6	56.5	57.3	55.0
Language Mechanics		67.6	63.2	62.4	60.1	61.4	61.0	63.0	58.2
Language Expression	61.3	58.1	58.2	61.6	55.7	56.2	59.4	62.0	56.9
TOTAL LANGUAGE		**64.3**	**62.5**	**61.8**	**59.0**	**61.4**	**60.8**	**63.0**	**58.9**
Math Computation	56.8	64.6	61.2	63.7	62.3	61.1	59.8	60.0	58.4
Math Concepts & Applications	67.6	62.5	59.5	63.4	56.6	55.4	59.2	59.3	56.4
TOTAL MATH	**63.1**	**67.0**	**61.9**	**63.5**	**60.5**	**60.1**	**59.4**	**60.3**	**58.2**
TOTAL BATTERY		**63.8**	**62.3**	**62.1**	**58.1**	**60.5**	**59.2**	**60.2**	**58.7**
Science									55.5
Social Studies									59.5

NOTE: Score reported is the Normal Curve Equivalent. The national average is 50.0.

STATE RESULTS BY CURRENT HIGH SCHOOL PROGRAM

Students in grade eleven were asked to classify their current high school program as either college preparatory, vocational, or general. Eighty-eight percent of all grade eleven students tested provided the requested information. Of those students who responded, fifty-seven percent classified their program as college preparatory, twenty-six percent as vocational, and seventeen percent selected the general classification. Based on these responses, Table 3 provides average test scores by content area for grade eleven students by program.

TABLE 3
1988 AVERAGE SCORES FOR
DELAWARE GRADE ELEVEN STUDENTS BY PROGRAM

Content Areas	College Preparatory	Vocational	General
Total Reading	65.4	43.6	42.6
Total Language	68.6	48.2	44.7
Total Mathematics	68.5	46.4	42.7
Total Battery	69.2	46.2	43.4
Science	64.0	45.8	43.5
Social Studies	68.8	48.5	46.3

NOTE: The national average Normal Curve Equivalent (NCE) score is 50.0.

Grade eleven students were also asked to respond to a second question concerning their college plans. Eighty percent of the students tested provided a response. Of those students replying, fifty-three percent indicated plans to pursue a four year bachelor degree and ten percent indicated plans to pursue a two year associate degree. Twelve percent of the responding students had no plans to attend college while twenty-five percent were undecided.

PART III
REPORT OF AVERAGES BY SCHOOL AND DISTRICT AND DISTRICT TEST SCORE ANALYSES AND PLANS TO REMEDY WEAKNESSES

This is Part III of a three-part report entitled:

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM
1988 REPORT TO THE LEGISLATURE

SCHOOL AND DISTRICT AVERAGES

Part III of this report provides a compilation of the average scores for every grade tested in each school building and district within the State of Delaware. District averages by grade for reading, language, mathematics, and total battery precede individual school scores in the same content areas. Averages for science and social studies are included for the districts and for all high schools.

School or district averages can be compared to the national NCE average of 50. School and district averages can be compared to the State of Delaware averages found in Part II of this report. The reader is cautioned that small differences, i.e. one or two points between two scores, may not be educationally meaningful or significant.

The averages listed can be used by educators to identify areas where student achievement is above the national norm. These can be considered areas of curricular or program strength. Also, areas can be highlighted where further data analysis is necessary in order to pinpoint weaknesses. If weaknesses are identified, educators can apply available resources to alleviate problems accomplished through the coordinated efforts of Department of Public Instruction and local school district staff.

As part of the assessment program, districts are provided with several different reports on student performance that enable them to do essential diagnostic work. Parents are provided with a two-page report on individual student progress (see Appendix B, Page V-2, for a sample Parent Report). Schools receive a wide variety of test reports as part of the statewide assessment program. These reports show average scores for each grade, performance on curriculum objectives within subtest areas and item responses for individuals in each classroom. The test results can be used to detect curriculum weaknesses for group or individual remediation. The Department of Public Instruction encourages school and district educators to use test data in conjunction with other information to aid in decision-making relating to day-to-day instruction, remediation, diagnosis, placement and selection for special programs.

Following each set of school and district average scores is an analysis of the test data and plans to remedy identified curriculum weaknesses. This information was prepared by school district staff. To help school districts develop their section of this report, Department of Public Instruction staff provided school districts with guidelines for analyzing test results in a systematic and objective manner.

Because the test scores of many districts are above the national norm, weaknesses noted by them may represent weaknesses only for certain subtest areas, or weaknesses in relation to other subject areas. However, the Department of Public Instruction has urged districts to look at school scores to identify opportunities for local educational improvement.

The districts' plans are presented in alphabetical order by school district according to the following format:

Section I	-	District and School Scores
Section II	-	Analysis of Test Results
Section III	-	Evaluation of Last Year's Priorities
Section IV	-	District Priority Statement for 1987-88
Section V	-	Plan to Remedy Weaknesses

Staff members of the Research and Evaluation Division work with the districts to provide needed services to interpret and utilize test results and to conduct workshops.

APPOQUINIMINK SCHOOL DISTRICT

DISTRICT APPOQUINIMINK STUDENTS: Regular and Special Education Combined

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	60.4	64.4	57.9	58.2	56.5	58.5	57.5	59.0	52.9
Language		64.6	65.0	61.7	58.1	59.9	58.6	59.9	58.3
Mathematics	66.3	67.3	61.3	59.5	55.7	61.2	57.6	58.1	56.5
Total Battery		64.4	64.0	60.0	56.8	60.9	58.3	58.5	56.9
Science									51.9
Social Studies									57.6

SCHOOL Middletown High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									52.9
Language									58.3
Mathematics									56.5
Total Battery									56.9
Science									51.9
Social Studies									57.6

SCHOOL Redding Middle

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading					56.5	58.5	57.5	59.0	
Language					58.1	59.9	58.6	59.9	
Mathematics					55.7	61.2	57.6	58.1	
Total Battery					56.8	60.9	58.3	58.5	
Science									
Social Studies									

SCHOOL Silver Lake Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	63.1	63.5	59.9	58.5					
Language		64.3	65.1	61.3					
Mathematics	69.1	68.7	60.7	59.1					
Total Battery		64.6	64.6	60.0					
Science									
Social Studies									

DISTRICT Appoquinimink SCHOOL Townsend Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	55.1	65.9	54.4	57.6					
Language		65.1	64.8	62.6					
Mathematics	60.3	64.8	62.4	60.3					
Total Battery		64.2	62.9	60.0					
Science									
Social Studies									

SCHOOL _____

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Language									
Mathematics									
Total Battery									
Science									
Social Studies									

SCHOOL _____

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Language									
Mathematics									
Total Battery									
Science									
Social Studies									

SCHOOL _____

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Language									
Mathematics									
Total Battery									
Science									
Social Studies									

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

REPORT TO THE LEGISLATURE, 1988

School District Appoquinimink School District

District Superintendent Dr. Ronald Mersky

Date October 28, 1988

I. Analysis of Test Results

The spring 1988 administration of the Comprehensive Test of Basic Skills in the Appoquinimink School District provides crucial information to the District about its curriculum in the basic skills.

Examination of the Norm referenced results indicates that when compared with the National Norms, students in Appoquinimink did well. The scores on the Battery Total at each grade level were above the 50 Normal Curve Equivalent.

The strongest showing of the District students was in the elementary grades, particularly in grades 1-4 in Reading, Language Arts, and Mathematics.

The trend that has been noted in the last three reports that the the strength shown in the lower grades has gradually been reflected in the upper grades continues. None of the Total Battery results in grade 11 were below the 50 N.C.E..

The increasing strength in the curriculum is perhaps the result of the regular cycle of curriculum review and revision and the Delaware Appraisal training in effective instructional strategies.

II. Evaluation of Last Year's Priorities

A. Restatement of priority statements for 1987-88.

The Appoquinimink School District will continue to use data obtained from the Delaware Assessment Program to improve educational programs and to increase the level of performance on the CTBS and other standardized tests.

B. Compare the 1987-88 priorities with 1988 results.

The aim to raise scores in all areas was met in grades 1-8, where the ASD norms are respectable. In tracking the scores of students from grade to grade, we note a heartening trend upward. We need to reinforce basic skills instruction given in the elementary and middle schools in the high school curriculum.

III. District Priority Statement

A. Describe your district's educational priorities.

The Appoquinimink School District aims to provide a sound basic education for all of its students. In addition, the District is beginning to examine ways to incorporate

student products in the evaluation of the curriculum. The Delaware Assessment Program will assist us in this endeavor by providing us with information about the success of our curricular efforts. Data provided by the DEP will be used formatively to improve our program.

B. State the over-riding critical need(s) and specific target groups involved.

Our critical need is to provide all students with an coherent curriculum that leads them from basic skill to the higher levels of thinking. It is important that students master the basic skills so that they do well on standardized tests, but they must also be able to use those skills to make themselves more productive (in the broadest sense of the word) in their lives.

Critical Needs:

1. Improve the teaching of higher level cognitive skills.
2. Provide students with the practical skills that permit the application of school learning to life activities.
3. Enhance the integration of the level III special education students into the least restrictive environment.

C. Explain why these are priorities.

The goal of our schools is to provide District children with the skills, knowledge, and attitudes to become productive citizens. The priorities addressed in B above are related in crucial ways to these goals.

D. State some of the other reasons for choosing this as a priority.

Our aim as a district is to provide the best possible education for the young people of the area.

IV. Plan to Remedy Weaknesses

A. Identify your long-range goals and short term objectives for FY 1989.

Our long range goal is to implement a comprehensive and well-articulated curriculum accross all grade levels and subject areas.

Objectives:

1. Complete a revision of the elementary science curriculum and teach science in a "hands on" manner. (Higher level thinking skills)

2. Development of product oriented evaluation materials and outcomes in Language Arts and Mathematics (Application needs).

3. Integration of special education curricula into the mainstream curricula.

B. Outline activities that have been designed to help meet your goals and objectives.

1. The regular cycle of curriculum review is in place. This year the District is examining science.

2. At each level, syllabi and course manuals are being developed to guide the teachers in their instruction.

3. Teacher Support Groups have been working for the past two years in each building to help teachers improve the delivery of instruction.

C. Outline major programs that are already implemented and state their impact on alleviating critical educational needs.

Our special education program services children with special educational problems. In addition, at both elementary schools, children with identified needs in reading and math have an opportunity for specific remediation.

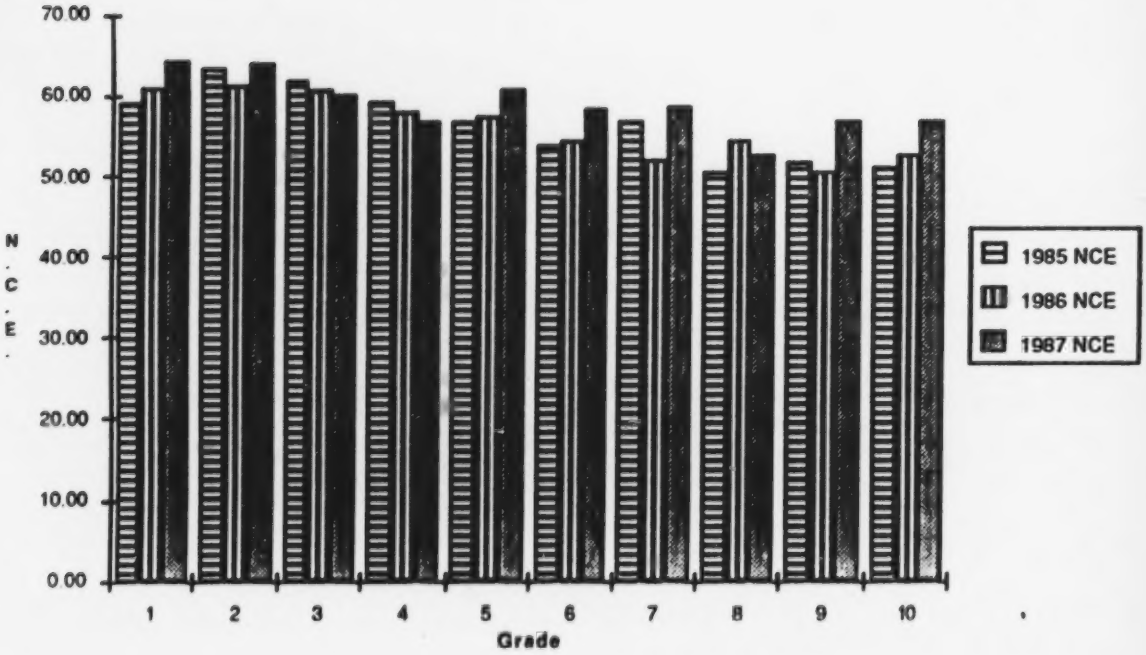
D. Indicate how this particular plan relates to other long range educational improvement in your district.

The District integrates CTBS results into the curriculum review/improvement process.

E. Indicate the assistance that is needed from the Delaware Department of Public Instruction.

The Department of Public instruction can continue with its support of District personnel in improving instruction. The new Professional Development Division is providing assistance with improving delivery of curriculum. This is especially true in a transition year into a new testing program.

Appoquinimink School District CTBS Scores, 1985-88



BRANDYWINE SCHOOL DISTRICT

DISTRICT BRANDYWINE STUDENTS: Regular and Special Education Combined

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	61.5	65.1	59.1	63.6	59.5	59.5	58.2	60.2	62.6
Language		66.4	64.3	66.9	60.7	63.7	62.0	63.4	62.9
Mathematics	66.7	69.6	64.9	66.6	63.3	62.4	61.8	62.3	62.3
Total Battery		66.8	65.4	66.4	60.8	63.3	61.0	62.0	64.6
Science									59.2
Social Studies									64.4

SCHOOL Brandywine High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									65.5
Language									66.2
Mathematics									64.7
Total Battery									67.5
Science									63.9
Social Studies									68.6

SCHOOL Claymont High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									63.8
Language									62.1
Mathematics									51.3
Total Battery									62.5
Science									50.8
Social Studies									56.2

SCHOOL Concord High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									59.6
Language									61.7
Mathematics									62.2
Total Battery									63.1
Science									56.9
Social Studies									63.8

DISTRICT Brandywine SCHOOL Mount Pleasant High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									62.7
Language									60.8
Mathematics									66.7
Total Battery									64.3
Science									62.0
Social Studies									65.0

SCHOOL Marguerite H. Burnette Junior High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading						50.2	48.0	49.4	
Language						59.0	53.4	54.9	
Mathematics						53.6	58.6	55.9	
Total Battery						54.7	51.9	52.7	
Science									
Social Studies									

SCHOOL Hanby Junior High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading							62.1	66.1	
Language							65.7	68.9	
Mathematics							65.9	68.3	
Total Battery							65.1	68.3	
Science									
Social Studies									

SCHOOL Talley Junior High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading							58.4	57.0	
Language							61.6	59.9	
Mathematics							58.3	57.4	
Total Battery							60.2	57.6	
Science									
Social Studies									

DISTRICT Brandywine SCHOOL Brandywood Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	61.1	73.5	63.1						
Language		73.5	67.2						
Mathematics	66.4	78.4	68.5						
Total Battery		75.7	70.2						
Science									
Social Studies									

SCHOOL Carrcroft Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	69.0	65.1	55.2						
Language		65.3	61.7						
Mathematics	71.2	69.1	60.2						
Total Battery		66.7	60.6						
Science									
Social Studies									

SCHOOL Darley Road Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	64.3	60.2	59.8	57.0	53.1				
Language		64.3	69.1	64.1	54.5				
Mathematics	68.0	61.8	66.0	64.4	52.4				
Total Battery		60.9	67.9	61.7	52.6				
Science									
Social Studies									

SCHOOL Pierre S. duPont Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading				64.0	61.9	61.1			
Language				66.8	63.4	64.9			
Mathematics				64.2	65.7	63.3			
Total Battery				65.9	63.4	64.8			
Science									
Social Studies									

DISTRICT Brandywine SCHOOL Forwood Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	62.2	68.7	62.0						
Language		69.2	63.3						
Mathematics	65.3	73.6	65.8						
Total Battery		70.6	67.1						
Science									
Social Studies									

SCHOOL David W. Harlan Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading				68.0	61.7	62.8			
Language				71.6	61.5	65.1			
Mathematics				73.5	65.3	66.5			
Total Battery				72.1	62.6	66.5			
Science									
Social Studies									

SCHOOL Lancashire Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	60.0	62.7	56.9						
Language		60.8	59.2						
Mathematics	58.8	64.8	62.2						
Total Battery		62.4	61.3						
Science									
Social Studies									

SCHOOL Lombardy Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	65.2	68.9	62.1						
Language		74.0	68.9						
Mathematics	72.1	73.6	71.9						
Total Battery		72.2	71.3						
Science									
Social Studies									

DISTRICT Brandywine SCHOOL Maple Lane Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	53.0	55.4	56.3	55.7	48.8				
Language		59.3	63.1	56.3	53.9				
Mathematics	69.2	63.0	61.7	59.3	58.1				
Total Battery		57.7	62.1	57.0	52.3				
Science									
Social Studies									

SCHOOL Mt. Pleasant Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	59.3	64.2							
Language		64.2							
Mathematics	68.1	70.6							
Total Battery		66.0							
Science									
Social Studies									

SCHOOL _____

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Language									
Mathematics									
Total Battery									
Science									
Social Studies									

SCHOOL _____

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Language									
Mathematics									
Total Battery									
Science									
Social Studies									

BRANDYWINE School District
1000 PENNSYLVANIA AVENUE • CLAYMONT, DELAWARE 19703

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

REPORT TO THE LEGISLATURE, 1988

School District: BRANDYWINE

District Superintendent: Frank L. Forgione

12/21/88
Date

I. Analysis of Test Results

Mean Normal Curve Equivalent scores were used throughout the analysis the district made of the 1988 Comprehensive Tests of Basic Skills. Combined student scores (regular and special education) were used. In making test results comparisons, a difference of two +/- NCE points is considered to be a meaningful difference.

Strengths

A. District scores in Reading, Language, Math and Total Battery were above the state mean at all grade levels tested.

B. Significant gains over 1987 results were recorded in Reading at grades 2, 4, 5, 8 and 11.

C. Significant gains over 1987 results were recorded in Language at grades 4, 7, and 8.

D. Significant gains over 1987 results were recorded in Math at grade 8.

E. Longitudinal studies over the past two years reveal significant gains in Reading at grades 2, 4, 6 and 8; Language at grades 6 and 8; and Math at grade 2.

Weaknesses

A. Significant losses over 1987 results were recorded in Language at grade 3.

B. Significant losses over 1987 results were recorded in Math at grades 2, 3, 5 and 6.

C. Longitudinal studies over the past two years reveal significant losses in Reading at grade 3; Language at grades 3 and 4; and Math at grades 3, 6 and 7.

D. Ten (out of seventeen) schools had a grade(s) which scored below the State mean in one or more of the tested areas.

Two schools have been identified as needing concentrated assistance to improve student performance on standardized tests. District resources will be utilized to assist these two schools so that improved student test performance will be demonstrated.

Student performance in Math has not shown sufficient gains over time. Consequently, the content area of math has been targeted as an area to receive focus during the 1988-89 school year.

II. Evaluation of Last Year's Accomplishments 1987-88.

The Brandywine School District staff identified the following instructional objectives for the school year 1987-88.

1. Review the results of CTBS and modify curriculum content as needed.

   State, district and school scores were reviewed by the assistant superintendent, the director of special services, and the directors of elementary, secondary and instructional divisions. Strengths and weaknesses were identified prior to scheduling a special meeting with all building principals. The results were shared at this meeting. Principals were asked to review the results with their staff members and to submit a plan to their division directors to improve student performance where needed.

2. Review and revise the Health Curriculum Guide.

   A team of teachers reviewed and revised the health curriculum to make it more comprehensive. Additional emphasis was placed on nutrition, mental health, sex education; including sexually transmitted diseases and drug education; all with a message of wellness, prevention of disease.

3. Continue to implement and monitor the no smoking policy adopted by the Board of Education.

   The no smoking policy was enforced and disciplinary action taken with those who did not adhere to the regulations. Cessation workshops were held for staff and students as a part of the administrative guidelines.

4. Expand and focus upon the preventative substance abuse program including grades 3 - 12.

   The Here's Looking At You, 2000 program, published by the Comprehensive Health Education Foundation, has been purchased for use in classrooms grades 4, 5, 6. Additional tubs were purchased for these grades with new tubs being purchased for grades 7 and 8.

5. Continue the training and implementation of the Delaware Instructional Improvement Model.

   Special sessions for the training have been provided for new staff and staff members who had not previously received training in the six elements of the Model. Six specific dates were established at the beginning of the year to allow sufficient time for scheduling.

6. Monitor the instructional program with continued emphasis on new staff and specific identified needs of veteran staff members.

   New staff members were provided orientation sessions to the district, including a tour of attendance areas, its student composition, its curriculum and its expectations. Supervisory staff was assigned to give assistance to assure success of these people in a new assignment.

Additional Areas of Emphasis

A. Complete a three-year cycle in the development of elementary social studies and science units.

   Selected teachers have continued to review, revise and create instructional units in the areas of social studies and science. Fourteen specific science units have been distributed to staff - 6 social studies units have been completed grades K-6.

B. Complete the installation of newly acquired maps and globes in grades K-6.

   During 1987-88, significant purchases were made to acquire current maps and globes. These items are now in use with the intent of improving a number of skills, but particularly in Geography.

C. Review and revise the content of the Personalized Inservice Program.

   The evaluations of all staff members continue to be reviewed as workshops are completed throughout the year. Using their comments, additions, deletions and other modifications were made in the offerings provided for staff in the annual PIP brochure.

D. Continue to offer selected training activities appropriate for the administrative staff, i.e., evaluating instructional and specialist staff members, preventative drug education, the Delaware Instructional Improvement Model, AIDS education and guidelines for the placement of exceptional children.

A series of administrative inservice activities have been scheduled to explore the topics suggested above, as well as others. Input is gathered from administrators prior to establishing workshop topics.

E. Monitor the implementation of the Exploratory Skills Program.

The district continues to support the Exploratory Skills Program, grades 9-11, with emphasis on preparing students for placement into entry level work positions. The number of students involved is approximately 375. Success for the program is measured by the retention factor through twelfth grade. All four high schools now offer the program which also provides services utilizing basic skills support personnel.

F. Continue to focus on Project Potential.

All three junior high schools, over 120 students, were identified and offered services to improve their academic performance. The services included mentoring, career counseling, campus visitations and extra parental feedback. Project Potential also has been piloted at the high school level, with over 50 students identified for services.

III. District Priority Statements 1988-89.

The following instructional objectives have been identified by the staff of the Brandywine School District. Each has been approved and disseminated to all administrative and instructional personnel.

1. Continue to provide opportunities for students to be educated in least restrictive environment.

2. Implement At-Risk Program - Secondary Schools.

3. Implement comprehensive health education, emphasis on drugs, alcohol, AIDS - wellness.

4. Develop, implement guidance program, K-3.

5. Implement state teacher/specialist evaluation system.

6. Implement AIDS Policy.

Critical Needs

Critical needs in the district are reflected by the six program priorities for 1988-89.

Providing opportunities for students to be educated in the least restrictive environment.

Providing programs for secondary students who are considered at risk.

Providing training for staff and the materials to fully implement the comprehensive health curriculum - revised 1988.

Providing preventative counseling in a guidance program grades K-3.

Providing training sessions for both teachers and administration in the state's teacher/specialist evaluation system.

Providing for the steps necessary to implement the Board adopted policy on AIDS.

Further, to provide inservice training for all segments of the staff to assist them in dealing with the realities of the AIDS epidemic.

Rationale

It is the philosophy of the district to provide an instructional program to meet the needs of all students. In order to implement this philosophy, program content and student progress are monitored carefully. Preventive measures are initiated in terms of drug abuse, counseling, developing potential and improving attendance. A strong classroom observation program is encouraged to improve instruction and classroom management. An aggressive teacher recruitment program is persued to match program and student needs with staff strengths as they are hired. A full range of diagnostic and specialized services are offered to students with special needs.

IV. Plan to Remedy Weaknesses

The District Priority Statements identified in Section III describe the areas which the district will attempt to strengthen. The statement of the priorities with the accompanying explanations is the plan which will be followed in 1988-89.

CAESAR RODNEY SCHOOL DISTRICT

DISTRICT CAESAR RODNEY

STUDENTS: Regular and Special Education Combined

Grades

Content Areas	1	2	3	4	5	6	7	8	11
Reading	55.3	61.5	55.1	61.7	55.2	57.4	57.1	57.3	56.8
Language		64.4	61.0	63.9	60.7	64.0	64.4	63.0	58.0
Mathematics	59.6	64.8	60.2	62.7	59.5	60.7	60.6	62.7	60.6
Total Battery		62.5	60.6	63.2	57.6	61.9	61.0	60.2	59.2
Science									58.5
Social Studies									62.8

SCHOOL Caesar Rodney High

Grades

Content Areas	1	2	3	4	5	6	7	8	11
Reading									56.8
Language									58.0
Mathematics									60.6
Total Battery									59.2
Science									58.5
Social Studies									62.8

SCHOOL Caesar Rodney Junior High

Grades

Content Areas	1	2	3	4	5	6	7	8	11
Reading							56.9	57.0	
Language							64.3	62.9	
Mathematics							60.5	62.2	
Total Battery							60.8	59.9	
Science									
Social Studies									

SCHOOL Dover AFB Junior High

Grades

Content Areas	1	2	3	4	5	6	7	8	11
Reading							58.3	59.2	
Language							65.1	63.7	
Mathematics							61.2	66.2	
Total Battery							62.3	61.8	
Science									
Social Studies									

DISTRICT Caesar Rodney SCHOOL General Henry H. Arnold Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	59.1	57.6	55.5						
Language		60.2	60.2						
Mathematics	55.6	59.5	58.7						
Total Battery		57.8	59.4						
Science									
Social Studies									

SCHOOL W. Reily Brown Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	61.6	68.2	60.7	66.5	58.5	64.5			
Language		70.4	67.4	68.2	64.8	66.7			
Mathematics	63.8	69.7	67.5	63.7	65.6	69.0			
Total Battery		68.8	68.0	67.0	62.0	68.1			
Science									
Social Studies									

SCHOOL Allen Frear Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	51.3	60.5	53.2	59.4					
Language		62.9	58.5	60.7					
Mathematics	56.9	63.2	58.3	60.2					
Total Battery		61.3	58.2	60.0					
Science									
Social Studies									

SCHOOL J. Ralph McIlvaine Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	48.3	59.0							
Language		63.0							
Mathematics	56.5	60.2							
Total Battery		59.2							
Science									
Social Studies									

DISTRICT Caesar Rodney SCHOOL W.B. Simpson Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading				61.9	51.1	55.1			
Language				62.6	57.7	65.2			
Mathematics				61.7	54.1	58.6			
Total Battery				63.4	53.6	60.7			
Science									
Social Studies									

SCHOOL Star Hill Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading					54.3	57.5			
Language					57.6	62.5			
Mathematics					58.6	61.5			
Total Battery					55.8	61.7			
Science									
Social Studies									

SCHOOL Nellie Hughes Stokes Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	55.0	61.4	53.3						
Language		64.2	61.2						
Mathematics	60.3	65.2	59.1						
Total Battery		62.4	59.5						
Science									
Social Studies									

SCHOOL Major George S. Welch Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	57.5	59.9	56.5	61.9	60.1	56.5			
Language		64.3	60.7	67.1	66.9	63.2			
Mathematics	63.3	68.6	59.9	66.2	64.6	57.8			
Total Battery		63.4	61.1	65.1	62.9	60.3			
Science									
Social Studies									

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

REPORT TO THE LEGISLATURE, 1988

School District Caesar Rodney

District Superintendent Dr. F. Niel Postlethwait

Date September 20, 1988

Analysis of Test Results

Caesar Rodney students reflect a "Strong Strength" in 105 of the 107 areas indicated below when using a combination of mean and median scores, as well as quartile distributions. Said findings are based on a comparison of Caesar Rodney regular students and the national norm group.

	1	2	3	4	5	6	7	8	11
Word Attack	++	++	+	///	///	///	///	///	///
Reading Vocabulary	++	++	++	++	++	++	++	++	++
Reading Comprehension	++	++	+	++	++	++	++	++	++
Reading Total	++	++	++	++	++	++	++	++	++
Spelling	///	++	++	++	++	++	++	++	++
Language Mechanics	///	++	++	++	++	++	++	++	++
Language Expression	++	++	++	++	++	++	++	++	++
Total Language	///	++	++	++	++	++	++	++	++
Math Computation	++	++	++	++	++	++	++	++	++
Math Concepts	++	++	++	++	++	++	++	++	++
Total Math	++	++	++	++	++	++	++	++	++
Total Battery	++	++	++	++	++	++	++	++	++
Reference Skills	///	///	///	++	++	++	++	++	++
Science	///	///	///	///	///	///	///	///	++
Social Studies	///	///	///	///	///	///	///	///	++

++ Indicates a Strong Strength
+ Indicates a Strength
/// Indicates No Test Given
- Indicates a Weakness
-- Indicates a Strong Weakness

Caesar Rodney District's Mean NCE scores were compared with State Mean NCE scores at each level and by major test category for all students, including LD, SEM, and EMH. It was found that Caesar Rodney means are at or above the State mean in 16 of 28 instances, or for 57% of the major test categories.

Evaluation of Last Year's Accomplishments

The District's priority statements for the 1987-88 academic year are restated below in bold print. A comparison of those statements with actual results is indicated.

1. Maintain current high level of student achievement in grades four through eight and eleven.

The first priority was met when 15 of the 20 major test categories for grades four through eight and eleven were at or above the State mean.

2. An effort to maintain or improve test scores on a longitudinal basis will continue.

Test scores on a longitudinal basis were not only maintained, but improved. By comparing 1987 and 1988 Total Battery results at each grade level, it was determined that there was a cumulative gain of three NCE points.

District Priority Statements -- 1988/1989 School Year

Caesar Rodney's first and second priorities will remain the same as those stated for 1987/1988. Namely:

1. Maintain current high level of student achievement in grades four through eight and eleven.

2. Improve test scores on a longitudinal basis.

3. The third priority will be to review the math curriculum with particular emphasis at the elementary level, where Caesar Rodney's scores were below the State mean at five of six grade levels.

Plan to Remedy Weaknesses

1. While improvement is always a priority, Caesar Rodney has historically maintained a high rank relative to DEAP scores. In order to maintain that superiority, it is of paramount importance that we recognize the contributions made by teachers, students, parents, and the community in general. The pride generated from recognition of a job well done can be a determinant of future success.

2. In order to improve test scores on a longitudinal basis, it is imperative that the individual student recognize his/her area of strengths and weaknesses, and make a concerted effort to improve the latter area. Toward that end, every student in grades three to eight and eleven will be counseled relative to his prior test scores by the principal of the school. It is hypothesized that such personalization will attach a greater importance to the scores and thus establish a positive longitudinal effort -- particularly from grade eight to grade eleven.

3. The math curriculum will be examined by all math teachers as part of an on-going, five-year curriculum review cycle. Elementary math teachers will give special attention to those areas of computation and comprehension on which their students' performance was lacking. The resulting revision of the math curriculum for grades K to 12, coupled with the renewed interest and enthusiasm generated by the involved teachers, should result in more effective teaching during the 1989-90 school year.

CAPE HENLOPEN SCHOOL DISTRICT

DISTRICT CAPE HENLOPEN STUDENTS: Regular and Special Education Combined

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	59.5	66.2	56.4	61.9	59.2	62.5	59.8	59.9	55.8
Language		67.9	62.3	65.4	61.3	68.7	64.1	65.0	58.8
Mathematics	66.0	72.6	61.3	70.1	64.1	68.7	63.7	64.6	58.2
Total Battery		68.7	61.9	65.6	61.0	67.8	62.8	62.9	58.4
Science									54.7
Social Studies									58.4

SCHOOL Cape Henlopen High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									55.8
Language									58.8
Mathematics									58.2
Total Battery									58.4
Science									54.7
Social Studies									58.4

SCHOOL Lewes Junior High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading							62.7	64.8	
Language							65.6	73.3	
Mathematics							66.8	68.4	
Total Battery							65.4	69.7	
Science									
Social Studies									

SCHOOL Milton Junior High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading							56.0	57.3	
Language							60.0	58.4	
Mathematics							58.8	61.8	
Total Battery							58.1	58.1	
Science									
Social Studies									

DISTRICT Cape Henlopen SCHOOL Rehoboth Junior High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading							60.0	52.5	
Language							68.3	57.2	
Mathematics							65.3	60.5	
Total Battery							65.2	54.9	
Science									
Social Studies									

SCHOOL Milton Federal Street Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading					55.5	57.6			
Language					55.9	68.6			
Mathematics					59.7	64.6			
Total Battery					56.3	64.2			
Science									
Social Studies									

SCHOOL H.O. Brittingham Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	53.1	65.9	53.0	56.9					
Language		67.9	56.1	61.0					
Mathematics	59.8	77.2	55.5	65.9					
Total Battery		70.2	56.2	60.5					
Science									
Social Studies									

SCHOOL Rehoboth Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	60.8	60.7	52.5	58.0	58.9	66.9			
Language		63.6	58.4	61.7	65.5	70.0			
Mathematics	66.3	68.0	60.2	66.0	66.2	75.7			
Total Battery		63.5	58.1	61.3	62.1	72.6			
Science									
Social Studies									

DISTRICT Cape Henlopen SCHOOL Savannah Road Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	63.3	67.8	59.6						
Language		69.1	65.7						
Mathematics	70.1	71.3	63.8						
Total Battery		69.3	65.4						
Science									
Social Studies									

SCHOOL Richard A. Shields Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading			60.7	66.3	61.6	64.7			
Language			70.8	69.4	63.5	68.4			
Mathematics			67.9	74.4	66.3	69.5			
Total Battery			69.8	70.4	63.6	69.0			
Science									
Social Studies									

SCHOOL _____

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Language									
Mathematics									
Total Battery									
Science									
Social Studies									

SCHOOL _____

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Language									
Mathematics									
Total Battery									
Science									
Social Studies									

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

REPORT TO THE LEGISLATURE, 1988

School District CAPE HENLOPEN

District Superintendent James L. Wilson

Date 10/30/88

CAPE HENLOPEN SCHOOL DISTRICT

LEWES, DELAWARE 19958

DISTRICT DEAP REPORT - 1988

ANALYSIS OF TEST RESULTS

Analysis of DEAP '88 results indicates that the combined scores for all regular and special students in the Cape Henlopen School District are the second highest in the entire State, less than 1 point below the highest scoring district in the State. This marks the fourth year in a row that Cape Henlopen students ranked either first or second in the State. Specifically, Cape Henlopen students achieved as follows:

READING

Every grade level exceeded the state average. Grades 5 and 6 were first in the State; grades 2, 4, and 7 were second in the State; grade 8 was third in the State. The nine grades tested averaged 60.1, with a range of 55.8 to 66.2.

LANGUAGE

Every grade equalled or exceeded the State average. Grade 6 was first in the State; grades 2, 4, 5, 7, and 8 were second in the State. The eight grades tested averaged 64.2, with a range of 58.8 to 68.7.

MATHEMATICS

Every grade equalled or exceeded the State average. Grades 2, 4, and 6 were first in the State; grades 7 and 8 were second in the State; grade 5 was third in the State. The nine grades tested averaged 62.1, with a range of 58.2 to 72.6.

TOTAL BATTERY

Every grade equalled or exceeded the State average. Grades 2, 6, and 7 were first in the State; grades 4 and 5 were second in the State; grade 8 was third in the State. The eight grades tested averaged 63.6, with a range of 58.4 to 68.7.

A disaggregated analysis of 11th grade scores indicates that the "General" and "Vocational" students are not scoring as well as expected, and are scoring well below the "College Prep" students.

EVALUATION OF LAST YEAR'S PRIORITIES

Our district priority last year was to maintain the high achievement of the prior three years. As stated earlier, Cape Henlopen's scores were second in the State overall, less than 1 point below the highest scoring district.

DISTRICT PRIORITY STATEMENT (1988 - 1989 SCHOOL YEAR)

We have set two goals for the 88-89 school year:

1. maintain the high overall achievement of all our regular and special students at the levels characteristic of the last five years; and
2. improve the achievement of our 11th grade "general" and "vocational" students relative to a) their prior levels of achievement and b) that of the "college prep" students.

PLAN TO ACHIEVE PRIORITY OBJECTIVES

Over the past several years we have placed an emphasis on annual curriculum development, the application of effective teaching principles, staff development and peer coaching. Our achievement data indicate that these efforts are correct and should continue. Additionally, the following efforts will be directed toward our priority objectives:

- Continue our district five-year curriculum plan;
- Implement our newly adopted Reading curricula;
- Expand the use of Direct Instruction programs in Reading;
- Implement cooperative student team learning programs in our elementary and secondary schools
- Expand and improve our writing program;
- Analyze the schedules and grades of our "vocational" and "general" students at the high school level so as to suggest program modifications as necessary;

CAPITAL SCHOOL DISTRICT

DISTRICT CAPITAL

STUDENTS: Regular and Special Education Combined

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	52.8	58.7	52.7	58.3	54.9	55.8	53.4	54.8	58.3
Language		60.1	57.8	60.6	57.3	60.3	57.2	60.5	56.5
Mathematics	54.5	58.5	56.1	60.3	56.8	57.8	54.5	55.7	61.1
Total Battery		57.9	57.7	60.1	55.9	59.0	55.5	56.8	59.4
Science									57.7
Social Studies									63.3

SCHOOL Dover High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									58.3
Language									56.5
Mathematics									61.1
Total Battery									59.4
Science									57.7
Social Studies									63.3

SCHOOL Central Middle

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading							53.4	54.8	
Language							57.2	60.5	
Mathematics							54.5	55.7	
Total Battery							55.5	56.8	
Science									
Social Studies									

SCHOOL William Henry Middle

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading					54.9	55.8			
Language					57.3	60.3			
Mathematics					56.8	57.8			
Total Battery					55.9	59.0			
Science									
Social Studies									

DISTRICT Capital SCHOOL East Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	48.7	55.3	50.4	54.2					
Language		56.1	52.9	55.2					
Mathematics	47.5	51.2	52.6	57.1					
Total Battery		52.0	53.4	55.2					
Science									
Social Studies									

SCHOOL Fairview Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	46.5	60.9	51.2	62.5					
Language		60.5	52.9	65.2					
Mathematics	52.5	59.4	52.8	63.8					
Total Battery		60.4	55.1	65.2					
Science									
Social Studies									

SCHOOL Hartly Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	60.3	62.0	54.0	59.1					
Language		66.1	60.8	65.1					
Mathematics	58.9	66.5	59.5	64.3					
Total Battery		63.9	59.8	63.1					
Science									
Social Studies									

SCHOOL South Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	58.1	55.9	51.9	55.8					
Language		59.8	61.2	57.5					
Mathematics	63.9	57.6	56.2	56.9					
Total Battery		56.6	58.0	56.9					
Science									
Social Studies									

DISTRICT Capital SCHOOL Towne Point Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	46.1	57.8	56.4	58.4					
Language		57.7	60.1	57.6					
Mathematics	44.4	57.6	61.2	57.4					
Total Battery		56.9	61.7	57.9					
Science									
Social Studies									

SCHOOL West Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	56.2	60.4	52.5	60.5					
Language		59.8	57.7	63.9					
Mathematics	59.5	58.8	54.7	62.9					
Total Battery		58.2	57.8	63.1					
Science									
Social Studies									

SCHOOL _____

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Language									
Mathematics									
Total Battery									
Science									
Social Studies									

SCHOOL _____

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Language									
Mathematics									
Total Battery									
Science									
Social Studies									

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

REPORT TO THE LEGISLATURE, 1988

School District CAPITAL SCHOOL DISTRICT

District Superintendent _____

Date November 14, 1988

On March 17, 1976 the following statement committed the district to a Basic Skills emphasis by its Board of Education. "The primary mission of the Board of Education is to provide the opportunity for all students in the Capital School District to master the basic skills of reading, writing, oral communication, listening and computation." The goal has guided teachers and administrators in curriculum revision, instructional strategies and budget priorities.

District-wide curriculum study committees have, for the past several years, addressed themselves to the question of improved basic skills. Along with traditional study of skill and content areas, the Capital School District has attempted to seriously study the areas that have an impact on achievement: the effective use of time in the school day and the classroom, and the accurate alignment of curriculum.

Capital's efforts seem to be paying some benefits. The change to the CTBS from the CAT has not had a negative impact on achievement scores; rather, it has validated the success of the district's instructional program.

In Grades 1-8, all areas exceed norms with no discernable weaknesses. Moreover, an area that has been of historic concern to educators here (Language Mechanic/Total Language in 11th graders) has now reached an acceptable level. This is taken as some indication of the success of regular and special education efforts at improving basic skills instruction.

Eleventh grade students in Delaware this year were again administered CTBS tests in Science and Social Studies. Capital School District did well in each of these categories.

The district has identified a group of professionals whose responsibility will be to evaluate and make recommendations for improvement in the Pre-K-12, particularly as they relate to basic skill areas.

The CTBS results have shown, among other things, the impact of the school district's five-year curriculum development cycle. In 1982-83 a new K-12 language arts program was implemented, following a year of study. In 1983-84 a well planned K-12 mathematics program was put in place; and in 1984-85 a reading program was implemented. These were followed in 1985 and 1986 by renewed science and social studies programs. Thus, the district is seeing the results of its strategic as well as tactical responses to curriculum realities.

The Capital School District has made a commitment to a number of strategies designed to improve its basic skills program, and hence its total curriculum:

- The goal of addressing the three basic skills has been expanded to include a fourth basic: Critical Thinking. The new reading program was chosen, among other reasons, because it stresses higher level questioning.

- The central office staff has developed and is continuing a research-based inservice program intended to improve basic skills through, first, the sharpening of the principal's supervisory skills; and, second, the direct delivery of training by principals to teachers.

- Close analysis of DEAP data will be done, under the leadership of the building principal, to provide a solid foundation from which to teach.

- This school year a complete study of the K-12 Mathematics Program will be performed.

- The Department of Public Instruction has and will be called upon to:

  -- provide technical assistance with "reorganized" CTBS data for improved planning, and

  -- assist individual schools in developing inservice programs that custom fit that school's needs.

- Capital School District has been successful with direct instruction methods in special education classes and is piloting the technique with other slow learners.

- Test scores at some first grade sites are below the expected level. Principals and teachers continue to attempt to remedy this. However, what is essentially out of level testing of readinesss students will probably perptuate the problem.

- Capital School District has embarked on a training program to assist teachers with adapting instruction for special learners and slow learners.

CHRISTINA SCHOOL DISTRICT

DISTRICT CHRISTINA

STUDENTS: Regular and Special Education

Combined

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	58.7	62.0	57.3	59.2	56.7	57.4	55.2	56.2	58.1
Language		64.4	65.8	60.6	59.8	62.8	59.4	61.4	58.3
Mathematics	61.8	66.2	63.2	62.8	60.2	59.7	56.1	57.9	59.7
Total Battery		63.6	64.5	61.1	58.3	61.1	57.9	58.6	60.2
Science									58.4
Social Studies									62.3

SCHOOL Christiana High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									56.2
Language									55.0
Mathematics									58.9
Total Battery									57.2
Science									56.4
Social Studies									58.7

SCHOOL Glasgow High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									57.5
Language									58.1
Mathematics									60.2
Total Battery									59.8
Science									58.7
Social Studies									63.0

SCHOOL Newark High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									60.4
Language									62.1
Mathematics									60.3
Total Battery									63.8
Science									60.4
Social Studies									65.6

DISTRICT Christina SCHOOL Martin J. Gauger Middle

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading							54.8	55.4	
Language							58.3	61.4	
Mathematics							54.7	56.4	
Total Battery							56.8	58.2	
Science									
Social Studies									

SCHOOL George V. Kirk Middle

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading							52.2	52.7	
Language							56.1	57.7	
Mathematics							54.1	55.3	
Total Battery							54.8	55.0	
Science									
Social Studies									

SCHOOL Wilmer E. Shue Middle

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading							58.8	60.2	
Language							64.2	64.8	
Mathematics							60.0	61.9	
Total Battery							62.4	62.5	
Science									
Social Studies									

SCHOOL Bancroft Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading				63.4	58.0	59.7			
Language				65.0	62.4	66.7			
Mathematics				68.1	61.9	62.3			
Total Battery				65.6	60.2	64.5			
Science									
Social Studies									

DISTRICT Christina SCHOOL Bayard Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading				59.6	58.5	59.0			
Language				58.7	61.5	64.2			
Mathematics				63.9	62.9	62.6			
Total Battery				60.7	60.3	62.9			
Science									
Social Studies									

SCHOOL Drew-Pyle Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading				56.6	51.4	53.2			
Language				59.8	52.8	56.6			
Mathematics				57.6	54.0	54.7			
Total Battery				57.9	51.8	55.6			
Science									
Social Studies									

SCHOOL Casimir Pulaski Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading				56.7	57.3	56.0			
Language				58.5	60.9	62.1			
Mathematics				59.6	60.3	56.2			
Total Battery				59.4	59.8	59.6			
Science									
Social Studies									

SCHOOL Frederick Douglas Stubbs Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading				55.1	55.2	56.0			
Language				58.2	57.2	60.3			
Mathematics				58.4	57.1	57.6			
Total Battery				57.4	56.0	58.7			
Science									
Social Studies									

DISTRICT Christina SCHOOL Brookside Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	53.8	61.7	54.3						
Language		65.7	61.9						
Mathematics	58.4	63.5	60.3						
Total Battery		62.6	60.4						
Science									
Social Studies									

SCHOOL Christiana-Salem Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	55.4	54.1	58.6						
Language		58.6	63.1						
Mathematics	61.6	58.6	58.9						
Total Battery		55.8	62.7						
Science									
Social Studies									

SCHOOL Ramon C. Cobbs Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	53.7	62.3	58.1						
Language		68.2	66.4						
Mathematics	58.7	66.6	62.5						
Total Battery		65.1	64.6						
Science									
Social Studies									

SCHOOL John R. Downes Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	63.2	59.7	62.2						
Language		61.5	74.1						
Mathematics	67.4	63.2	74.0						
Total Battery		60.9	74.5						
Science									
Social Studies									

DISTRICT Christina SCHOOL Robert S. Gallaher Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	65.7	61.0	57.7						
Language		64.2	65.1						
Mathematics	71.1	67.7	60.7						
Total Battery		64.2	63.3						
Science									
Social Studies									

SCHOOL May B. Leasure Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	58.1	62.3	57.5						
Language		64.8	69.2						
Mathematics	60.4	68.1	61.7						
Total Battery		64.1	65.4						
Science									
Social Studies									

SCHOOL R. Elisabeth Maclary Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	63.0	70.7	57.5						
Language		68.9	60.5						
Mathematics	64.1	74.4	62.3						
Total Battery		71.8	61.8						
Science									
Social Studies									

SCHOOL Joseph M. McVey Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	60.5	64.8	58.0						
Language		65.0	67.8						
Mathematics	58.9	67.4	67.0						
Total Battery		64.9	66.8						
Science									
Social Studies									

DISTRICT Christina SCHOOL Jennie E. Smith Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	54.6	62.0	54.1						
Language		65.0	67.1						
Mathematics	57.1	69.7	61.8						
Total Battery		65.1	63.2						
Science									
Social Studies									

SCHOOL West Park Place Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	58.5	64.4	57.0						
Language		64.5	61.7						
Mathematics	60.2	68.1	59.4						
Total Battery		65.6	61.7						
Science									
Social Studies									

SCHOOL Etta J. Wilson Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	61.9	64.2	55.7						
Language		65.6	63.5						
Mathematics	62.6	66.1	65.5						
Total Battery		64.5	63.8						
Science									
Social Studies									

SCHOOL

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Language									
Mathematics									
Total Battery									
Science									
Social Studies									

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

REPORT TO THE LEGISLATURE, 1988

SCHOOL DISTRICT: CHRISTINA

DISTRICT SUPERINTENDENT: Michael W Walls

DATE: OCTOBER 31, 1988

I. ANALYSIS OF TEST RESULTS

For reporting purposes we have used the summary-score and item-response statistics from the 1988 administration of the CTBS. The norm-referenced score used is the Normal Curve Equivalent (NCE); the item-response summaries were derived from the standard Item Analysis Report provided by the Department of Public Instruction.

Norm-Referenced Information

TABLE I displays the Christina School District Mean Normal Curve Equivalent scores in the major subject areas tested by grade. As in the past few years, Christina students' average performance was close to State norms with some exceptions. This is not surprising since our student enrollment makes up approximately 20% of all students tested across the State. The differential Normal Curve Equivalents ranged from a high of +3.3 in Grade 3 Language Arts scores to a low of -3.3 in Grade 7 Mathematics.

At most grade levels tested our average scores were within two NCE's of the State in all subject areas. This, of course, is at levels well above the national norms for the CTBS.

In looking for patterns of weaknesses, for the past five years we have set a criterion of two or more Normal Curve Equivalents below the State averages for each subject area. This year the scores for Mathematics at Grade 7 and Grade 8 fell into this category. Average scores for the remaining subject areas were well within score ranges comparable to the State norms.

Objective-Referenced Information

TABLE II presents comparisons of Christina performance on various basic skills objectives of the CTBS to State and National levels. In this case, the comparative statistic is the average percent correct response to those items related to each specific objective tested. In general, it appears that Christina student performance on the objectives was approximately equal to the Statewide performance levels across all grades and subject areas tested. Also, both the State and District objective performance levels were consistently higher than the National percent-correct response levels. Major exceptions were at the middle school grades: Grade 7 Reading Vocabulary, Reading Comprehension, Language Expression, Math Computation, and Grade 8 Reading Comprehension, Language Expression, Math Computation, and Math Concepts objectives.

I. ANALYSIS OF TEST RESULTS (continued)

Major Needs and Target Groups

From the norm and objective-referenced information, it is apparent that that the middle schools are where we must direct our instructional focus in the subject areas of Reading, Language Arts and Mathematics. This finding is consistent with our own District needs assessments which indicate similar content weaknesses at grades 7 and 8.

II. EVALUATION OF LAST YEAR'S ACCOMPLISHMENTS

Priorities For 1987-88

The overriding goal from our District Board of Education during the 1987-88 school year was:

> "To identify 'at risk' students, Kindergarten through twelfth grade, and to provide programming for students that will reduce retention by 10% in all grades and dropouts by 25%."

Educational priorities were directed toward attaining this major District goal.

Critical Needs and Target Groups

Instructional focus related to the Christina Board of Education Goal was upon those students who were not mastering their critical grade level objectives and were in danger of retention or administrative assignment in the elementary through middle school grades and who were potential dropouts at the secondary level. These include special education as well as regular students in all Christina schools.

Accomplishments for 1987-88 School Year

Essential assessment and management information support activities were performed to support attainment of the District Goal:

1. review of the critical grade-level objectives for grades K through 8 students;

2. implementation of a District promotion policy which is predicated upon mastery and certification of minimal grade-level objectives;

3. development of achievement monitoring instruments and reporting procedures.

III. DISTRICT PRIORITY STATEMENT FOR 1988-89 SCHOOL YEAR

District Educational Priorities

The District's goals for the current school year (1988-89) are:

1. To improve student achievement;

2. To implement a new health curriculum in grades K-6 and develop and implement curriculum guides in Language Arts;

3. To reduce student dropouts by 10%.

IV. PLAN TO REMEDY WEAKNESSES

Relationship to Long-Range Programs

The assessment and management information objectives and activities outlined above will directly support continuing review and implementation of our developmentally-based basic skills curricula. For example, teacher workshops will continue to monitor and support progress in our new Reading and Mathematics series; also, the development of an integrated Language Arts curriculum for K through 12 students is a top instructional priority this year. The specification and monitoring of critical grade-level objectives in these essential basic skills areas should have an immediate impact upon the structure of the curricula, reinforcement of successful instructional methods and the standard application of promotion policies for the District. At the same time, there will be an immediate focus upon those students who require early assistance in attaining these essential skills.

Management Activities

District curriculum committees have already correlated the critical grade-level objectives to their textbook series and instructional materials for grades K through 8. The intent was to specify the minimal objectives as the "floor" of the scope and sequence for each grade. These committees also included the State Minimal Performance Standards and the category objectives of the Statewide tests in their review process.

In a further attempt to assure that all Christina students are being instructed in the essential skills reflected in the critical grade-level objectives, student assessment services will be made available to classroom teachers. DEAP test information of students' performance on each category objective will be disseminated at the beginning of the

IV. PLAN TO REMEDY WEAKNESSES

Management Activities (continued)

school year; also, teacher training on the interpretation and use of objective-referenced tests directly related to the District-wide texts will be available through inservice programs. Finally, objectives for the new Statewide test series, Psychological Corporation, Stanford 8, will be reviewed in light of present curriculum scope and sequence.

V. ASSISTANCE REQUIRED FROM THE DEPARTMENT OF PUBLIC INSTRUCTION

Besides the valued assistance received from the DPI in our ongoing curriculum renewal efforts, we need specific direction and support in the development of the CRT system to support our minimal skills monitoring procedures. The item banks and item delivery systems developed under the leadership of the Planning, Research and Evaluation Division would give us the necessary tools to meet immediate testing needs in our schools. Finally, we urge State Assessment staff to work with local districts to develop a long-range Statewide assessment plan which will provide consistent information support and quality control of the implementation of our basic-skills curricula.

TABLE I

AVERAGE SCORES FOR CHRISTINA STUDENTS AS COMPARED TO STATE AND NATIONAL NORMS (REGULAR AND SPECIAL EDUCATION STUDENTS COMBINED) SPRING 1988

	G R A D E S								
CONTENT AREAS	1	2	3	4	5	6	7	8	11
READING									
CHRISTINA	58.7	62.0	57.3	59.2	56.7	57.4	55.2	56.2	58.1
State	57.7	61.9	55.8	60.0	56.5	56.7	56.0	57.5	55.6
LANGUAGE									
CHRISTINA		64.4	65.8	60.6	59.8	62.8	59.4	61.4	58.3
State		64.3	62.5	61.8	59.0	61.4	60.8	63.0	58.9
MATHEMATICS									
CHRISTINA	61.8	66.2	63.2	62.8	60.2	59.7	56.1	57.9	59.7
State	63.1	67.0	61.9	63.5	60.5	60.1	59.4	60.3	58.2
TOTAL BATTERY									
CHRISTINA		63.6	64.5	61.1	58.3	61.1	57.9	58.6	60.2
State		63.8	62.3	62.1	58.1	60.5	59.2	60.2	58.7
SCIENCE									
CHRISTINA									58.4
State									55.5
SOCIAL STUDIES									
CHRISTINA									62.3
State									59.5

NOTE: Score reported is the Normal Curve Equivalent. The national average is 50.0.

TABLE II*

PERCENT OF CORRECT RESPONSES BY ITEM
CHRISTINA/DELAWARE/NATIONAL SAMPLE
SPRING, 1988

READING

CATEGORY OBJECTIVES	GRADES								
	1	2	3	4	5	6	7	8	11
	DE/NAT CSD	DE/NAT CSD	DE/NAT CSD	DE/NAT CSD	DE/NAT CSD	DE/NAT CSD	DE/NAT CSD	DE/NAT CSD	DE/NAT CSD
WORD ATTACK									
Initial Consonant	92/82 93								
Final Consonant	84/69 85								
Cluster/Digraph Words	88/75 89	91/87 92							
Sight Words	87/77 87	94/88 95							
Medial Vowels	69/58 73	82/74 85	81/68 86						
Diphthongs/Var.vowels		74/61 78	65/56 71						
Syllables/Roots/Affixes		90/79 90	91/73 93						
Compounds/Components		91/82 92	91/81 91						
Contractions			96/85 97						

* To obtain Table II in its entirety, please contact the Christina School District Office.

COLONIAL SCHOOL DISTRICT

DISTRICT COLONIAL STUDENTS: Regular and Special Education Combined

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	56.1	58.7	53.6	56.8	53.0	52.5	53.3	54.5	56.2
Language		61.3	60.4	57.2	54.4	55.9	57.4	60.6	61.8
Mathematics	61.2	66.1	58.3	59.9	56.4	55.8	55.7	56.7	58.9
Total Battery		61.5	59.1	58.2	53.9	55.2	55.6	56.9	60.2
Science									56.0
Social Studies									60.5

SCHOOL William Penn High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									56.2
Language									61.8
Mathematics									58.9
Total Battery									60.2
Science									56.0
Social Studies									60.5

SCHOOL George Read Middle

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading						52.0	56.8	58.2	
Language						57.4	61.8	62.1	
Mathematics						57.5	62.9	60.7	
Total Battery						55.9	60.6	59.8	
Science									
Social Studies									

SCHOOL Gunning Bedford Middle

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading						54.0	53.8	53.8	
Language						55.6	56.7	60.4	
Mathematics						57.1	55.5	54.8	
Total Battery						56.1	55.5	56.2	
Science									
Social Studies									

DISTRICT Colonial SCHOOL New Castle Middle

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading						50.8	49.5	51.6	
Language						54.9	54.9	59.3	
Mathematics						51.7	50.2	55.5	
Total Battery						52.9	51.7	55.2	
Science									
Social Studies									

SCHOOL Colwyck Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading			52.5	56.5	53.5				
Language			59.6	58.6	56.8				
Mathematics			60.5	60.1	60.7				
Total Battery			58.8	58.3	55.3				
Science									
Social Studies									

SCHOOL Harry O. Eisenberg Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading			54.3	57.3	52.4				
Language			57.4	56.3	51.9				
Mathematics			59.3	57.7	53.6				
Total Battery			59.3	58.8	52.0				
Science									
Social Studies									

SCHOOL Calvin R. McCullough Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading			55.1	57.4	53.9				
Language			64.0	57.4	55.4				
Mathematics			59.1	63.4	57.0				
Total Battery			61.4	59.0	55.3				
Science									
Social Studies									

DISTRICT Colonial SCHOOL Martin Luther King Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading			51.4	55.3	51.0				
Language			56.9	56.1	52.2				
Mathematics			52.6	53.7	52.9				
Total Battery			54.6	55.5	51.2				
Science									
Social Studies									

SCHOOL Carrie Downie Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	56.5	57.3							
Language		58.9							
Mathematics	66.5	64.6							
Total Battery		59.6							
Science									
Social Studies									

SCHOOL Castle Hills Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	54.7	60.3							
Language		64.7							
Mathematics	57.3	70.0							
Total Battery		64.8							
Science									
Social Studies									

SCHOOL Commodore MacDonough Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	58.7	65.6							
Language		65.5							
Mathematics	66.5	65.2							
Total Battery		65.8							
Science									
Social Studies									

DISTRICT Colonial SCHOOL Delaware City Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	52.6	57.8							
Language		58.8							
Mathematics	53.8	71.8							
Total Battery		61.3							
Science									
Social Studies									

SCHOOL Pleasantville Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	54.0	55.7							
Language		58.3							
Mathematics	57.5	62.1							
Total Battery		58.0							
Science									
Social Studies									

SCHOOL Wilmington Manor Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	60.2	57.6							
Language		62.2							
Mathematics	64.8	67.3							
Total Battery		61.3							
Science									
Social Studies									

SCHOOL _____

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Language									
Mathematics									
Total Battery									
Science									
Social Studies									

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

REPORT TO THE LEGISLATURE, 1988

School District Colonial

District Superintendent _____
(Signature)

Date October 17, 1988

82

REPORT TO GENERAL ASSEMBLY

School District Colonial

School Superintendent Ray W. Christian

(Signature)

Date October 17, 1988

ANALYSIS OF TEST RESULTS

Analysis

The Colonial School District Regular and Special Education combined student test results were analyzed using the guidelines set forth by the State Department of Public Instruction. The mean and median normal curve equivalent (NCE) scores and the quartile distributions (the spread of these test scores) were used in analyzing District results.

Four possible strengths or weaknesses could be identified for each subject area at each grade. Mean NCE scores higher than 51, median NCE scores higher than 51, more than 25% of District students in the top national quartile and fewer than 25% of the students in the bottom national quartile were the four criteria recommended by DPI for defining a strength from comparisons of the District to the national sample.

Strengths

Using the methods outlined above, analysis of Colonial test results at the District level revealed many strengths on each of the four criteria at all grade levels in Reading, Spelling, Language, Mathematics, Reference Skills, Science, and Social Studies. Additional analysis of the learning objectives for Reading, Spelling, Language, Mathematics, Reference Skills, Science and Social Studies indicate significant District averages above the National sample in many cases.

In general, Colonial School District students appear to be achieving significantly above the national sample in Reading, Spelling, Language, Mathematics, Reference Skills, Science, and Social Studies, a 11 grades.

Weaknesses

While no major weaknesses were evident (1-8 & 11), data indicates a concern with Reading in grades 3 and 6; additionally, data indicates a concern with Mathematics in grades 1 and 5. District students scored slightly above/below the national sample on the learning objectives for the subtest areas mentioned above.

District averages revealed no major instructional weaknesses, in all subtest categories. The District/schools are designing remediation plans outlined below to help correct weaknesses. (Standardized testing continues to receive heightened emphasis among the Colonial School District's priorities.)

DISTRICT PRIORITY STATEMENT

Description of Student Performance Priorities for the 1988-89 School Year

The Colonial School District, in order to provide compatibility with State and District goals, and to improve student performance, has established the following priorities:

1. Continuation of comprehensive instructional program for all students.

2. Student achievement of critical objectives in the basic skill areas at each grade level.

3. Continued emphasis of the Colonial Instructional Management System (CIMS).

4. Remedial programs for students with identified needs.

5. Continued emphasis of the District's Reading, Language Arts, Mathematics, Science, and Social Studies Programs.

6. District Guidance Program (K-12)

7. Enrichment programs for selected students.

8. Early identification of building test coordinator; the purpose being early and continued emphasis of the DEAP testing program.

9. Familiarize entire staff with the newly adopted DEAP measure, Stanford Achievement Test.

The Colonial School District annually reviews the Colonial Instructional Management System (CIMS), a mastery testing program. This management system includes a standardized test item bank (8,000 items) which is used to measure student performance on the critical objectives in English, math and reading required for promotion in grades 1-8. The item bank is also computerized for scoring, monitoring, and reporting.

In addition, any student at the high school level who has not mastered the minimum competencies in the areas of math, reading or writing is required to complete the Colonial Instruction Management System (CIMS) testing program. Special competency classes are held for those students, in which they are instructed on an individual basis in very small groups until they are able to demonstrate mastery of these specific skills.

After reviewing the norm referenced analysis of the Comprehensive Test of Basic Skills (CTBS) results, it was determined that the Colonial School District as a whole showed no global areas of weakness.

After examining the results of individual schools in the district, it was concluded that the first priority for the 1988-89 school year should be to closely monitor those schools scoring at or below the 50th percentile on any subtest; additionally, continue monitoring the entire district's student learning deficiencies which need remediation.

Rationale for Priority Selection

Because the district scores are significantly above the national norms, the Instructional Services Division staff will focus first on two specific schools. The Instructional Services Division will then focus on all schools where student needs are the most critical. These needs have been determined by examining the results of the battery of tests and test items in the Comprehensive Test of Basic Skills (CTBS).

PLAN TO REMEDY WEAKNESSES OR IMPROVEMENT OF PROGRAMS

PROGRAM IMPROVEMENT GOAL

The program improvement goal is to provide professional resources from the District to those schools identified as having weaknesses in any or all of the basic skill areas.

1. The superintendent will be notified of the schools which need assistance and the Instructional Services Division will work closely with staff, and community in these buildings.

2. Periodic reports will be submitted to the Superintendent describing:

   a. the plan of remediation
   b. progress in implementation
   c. changes in student performance

3. The Instructional Services Division will provide additional support where needed.

Major Objectives and Activities

The schools which have been identified as having the most critical learning needs will be provided with:

1. a review of the present program in the basic skill areas

2. a review of instructional materials in basic skill areas

3. assistance with teacher techniques and strategies

4. an opportunity to meet with District staff to set specific goals and activities for program improvement

5. an opportunity to meet with District staff to set specific targets and activities for test improvement

6. inservice activities based on mutually agreed upon objectives

7. an assessment of program goals related to student performance

Assistance Needed From the Delaware Department of Public Instruction

The Instructional Services Division will continue to utilize the services of the supervisory staff of the Department of Public Instruction in the content areas by seeking assistance in the following:

-Assistance in inservicing staff on the Stanford Achievement Test

-reorganized Group Reports

-the interpretation of individual student performance in selected schools

-planning programs for remediation

-the identification of appropriate materials

-planning and coordinating staff development activities (Workshops relating to the DEAP Program)

DELMAR SCHOOL DISTRICT

DISTRICT DELMAR STUDENTS: Regular and Special Education

Combined

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading							53.8	56.0	49.4
Language							57.7	56.6	55.0
Mathematics							57.5	55.9	50.0
Total Battery							56.0	56.0	51.5
Science									50.9
Social Studies									53.4

SCHOOL Delmar Junior-Senior High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading							53.8	56.0	49.4
Language							57.7	56.6	55.0
Mathematics							57.5	55.9	50.0
Total Battery							56.0	56.0	51.5
Science									50.9
Social Studies									53.4

SCHOOL

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Language									
Mathematics									
Total Battery									
Science									
Social Studies									

SCHOOL

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Language									
Mathematics									
Total Battery									
Science									
Social Studies									

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

REPORT TO THE LEGISLATURE, 1988

School District DELMAR

District Superintendent Wayne C. Bastian

Wayne C. Bastian, Ed. D.

Date October 28, 1988

II. ANALYSIS OF TEST RESULTS

Comparison of Delmar's scores at all grade levels (seven, eight, and eleven) to those of the nation is capsuled below. The norm-referenced comparisons are performed by guidelines of the Department of Public Instruction, using the four-factor analysis. Scores used are "combined" (regular and special education) ones. Analysis is given here to the statewide Delaware Educational Assessment Program grade levels: 7, 8, and 11. Separately contracted scores for grades 6 and 9 are available.

STRENGTHS. Strengths are identified by grade levels in the following sub-tests:

	DELMAR D.E.A.P. Grade 7	DELMAR D.E.A.P. Grade 8	DELMAR D.E.A.P. Grade 11
Reading Vocabulary	X	X	
Reading Comprehension	X	X	X
Total Reading	X	X	
Spelling	X	X	
Language Mechanics	X	X	X
Language Expression	X	X	X
Total Language	X	X	X
Math Computation	X	X	X
Math Concepts	X	X	X
Total Math	X	X	X
Total Battery	X	X	X
Reference Skills	X		
Science	N/A	N/A	X
Social Studies	N/A	N/A	X

STRENGTH ANALYSIS. Highest overall performance was in language where the grade 7 score was 57.7. Grade 7 mathematics was also a high score.

Distribution of the scores is again especially seen as a strength. Very few Delmar students scored in the bottom norm quartile; only 11.3% in Grade 7 and 8.3% in grade 8. Also, many Delmar students scored in the top norm quartile; 31.1% in grade 11. Other scores and data tend to confirm this finding.

WEAKNESSES. Compared to national norms, the four-factor analysis produces a few suspected weakness areas. Deeper scrutiny by each department has nonetheless been addressed to performance in each subject and each grade. Spelling, reading, and reference skills (grade 11), and reference skills (grade 8) are among priority areas.

III. ANALYSIS OF LAST YEAR'S PRIORITIES

Priorities of the 1987 report were moderately achieved. The CTBS was again given to students in grade six of Delmar (Maryland) Elementary. Curriculum areas were especially addressed as indicated by 1987 reports. Longitudinal data accumulation for future D.E.A.P. use was assured by inservice and contract for added grade 9 coverage. Staff inservice and participation were enhanced by the more effective integration of grade 6 scores and reports into overall staff analyses and individual student planning/scheduling.

IV. DISTRICT PRIORITY STATEMENT

DESCRIPTION

Educational priorities for the 1988-'89 school year in Delmar School District are considerably shaped by availability of CTBS/DEAP data spanning grades 6-7-8-9-11. This year's emphasis will be directed to middle-level grades and to grade 11 areas of suspected weakness. This longitudinal focus is evident in greater summer and school-year staff activity. Assessment is not just defined in terms of the norm-referenced national comparison strategy using the "four factors" suggested by guidelines. Assessment already has included input from the Delmar Board of Education (8-16-'88), staff inservice (8-30-'88) and department inservice (10-10-'88 and 10-28-'88). Recommendations based upon three summer workshop analyses (science, mathematics, language) are already in use. Group Right Response Reports were ordered for Chapter 1, special education and grade 11 curriculum groups.

It will be noted that Delmar performance is on/or above that of the nation in all three D.E.A.P. statewide grade levels. Comparisons to statewide performance are not so favoable.

The 1988-'89 program focus will also be impacted by ongoing planning for middle level (6-7-8), and a revived commitment to interdisciplinary approaches. The overall pervasive influence of the data is probably greater than in any recent year.

RATIONALE FOR PRIORITY

Delmar School District's priority for 1988-'89 actions will focus upon curricular analysis for possible remediation and instructional refinement via inservice and workshops. This activity will incorporate four thrusts, utilizing the 1988 D.E.A.P. reports and other data. First, we will seek planned improvements in the curriculum for the addition of grade 6 to provide a middle level 6-7-8 in our bi-state system. Second, our curricular analysis and refinement will also address other weaker areas cited above. Third, a strategy will continue to focus upon longitudinal and/or greater uses of D.E.A.P. scores. Fourth, inservice will focus upon integration of scores and analyses into overall local and state curriculum and methodology activities.

V. PLAN FOR PROGRAM IMPROVEMENT

GOAL: Delmar School District/Delmar Junior-Senior High School's goal for program improvement evolved from the Spring 1988 D.E.A.P. scores, is a well-defined one. It was refined by department coordinators in an August 30, 1988 workshop.

The Goal, simply stated, is: to further analyze the Spring 1988 scores and other middle-level senior high data and plan/implement a strategy to improve student performance, especially in weaker areas of reference skills, spelling, and reading in content areas (10-11-12).

OBJECTIVES/ACTIVITIES. Major objectives and activities projected by the district include the following in conjunction with the Department of Public Instruction:

(1) TO FAMILIARIZE TOTAL STAFF WITH D.E.A.P. TESTS INTERPRETATION: CTBS OF 1988.

A workshop has already been conducted to inform department coordinators and initiate analyses. Additionally, summer '88 workshops in mathematics and science utilized the data. Total staff inservice of August 30, 1988 was provided.

(2) TO RELATE TEST SCORES TO CURRICULUM AND PERFORMANCE AT CITED LEVELS VIA SPECIAL REPORTS.

Special Item Analysis Group Reports have been received for three selected groups: grades 7-8 resource, grades 7-8 Chapter 1, and grade 11 curriculum areas (3). These will be a focus of further inservice to improve service to targeted groups.

(3) TO IDENTIFY, SELECT AND PURCHASE SUPPLEMENTAL, TEXTBOOK AND OTHER MATERIALS IDENTIFIED FOR IMPROVEMENT IN WEAKNESS AREA(s) AND FOR GRADE 6.

As needed, the staff leaders will devote time to identification-funding-budgeting-purchase of texts and/or materials suggested by these D.E.A.P. analyses. This activity correlates a 5-year textbook review policy, several curriculum priorities of the district, and a district goal of 1988-'89 to prepare to serve grade 6 in 1989-'90.

ASSISTANCE FROM DEPARTMENT OF PUBLIC INSTRUCTION. The achievement of the objectives cited above will require/has required assistance from the Department of Public Instruction staff in several particulars. Among them are:

(1) Planning, Research, and Evaluation Division funding and/or staff support has implemented D.E.A.P. objectives above, and hopefully will continue to assist in testing of "extra" grades, perhaps five and nine.

(2) Instructional Division and Exceptional Children/Special Programs Division staff support will be sought on an ongoing basis, especially as related to objectives above and with respect to the district goal of serving grade 6 students in 1989-'90.

Attachment: 1988 Scores by district and school.

10/28/'88

INDIAN RIVER SCHOOL DISTRICT

DISTRICT INDIAN RIVER STUDENTS: Regular and Special Education

Combined

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	61.3	61.9	54.6	60.3	58.3	54.9	56.1	58.3	49.9
Language		66.6	64.0	67.7	63.5	63.7	63.8	67.5	58.0
Mathematics	64.2	67.8	60.0	66.7	65.5	66.1	63.9	62.8	53.1
Total Battery		65.5	61.7	65.1	61.6	61.7	61.4	63.1	54.6
Science									51.7
Social Studies									54.1

SCHOOL Indian River High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									54.9
Language									59.0
Mathematics									55.9
Total Battery									58.1
Science									55.6
Social Studies									58.6

SCHOOL Sussex Central Senior High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									46.4
Language									57.3
Mathematics									51.1
Total Battery									52.3
Science									48.9
Social Studies									51.1

SCHOOL Sussex Central Junior High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading							56.1	59.3	
Language							63.3	69.9	
Mathematics							63.8	63.5	
Total Battery							61.4	64.7	
Science									
Social Studies									

DISTRICT Indian River SCHOOL Selbyville Middle

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading							56.2	57.1	
Language							64.3	64.5	
Mathematics							63.9	61.9	
Total Battery							61.5	61.2	
Science									
Social Studies									

SCHOOL East Millsboro Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	60.8	62.1	55.4	62.3	58.5	55.0			
Language		67.2	65.2	71.8	64.7	64.2			
Mathematics	65.2	66.9	57.3	71.0	64.6	63.7			
Total Battery		65.7	61.6	68.7	61.7	61.1			
Science									
Social Studies									

SCHOOL Frankford Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	55.3	55.2	51.5	51.3	55.8	46.2			
Language		58.0	59.7	56.8	60.9	54.1			
Mathematics	57.2	63.2	57.4	58.5	62.6	58.4			
Total Battery		58.0	57.6	54.8	59.0	51.7			
Science									
Social Studies									

SCHOOL Georgetown Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	61.7	63.8	53.7	59.7	58.9	56.4			
Language		67.4	63.8	66.1	62.8	63.3			
Mathematics	61.6	66.5	59.6	65.7	65.0	67.0			
Total Battery		66.0	61.1	64.1	61.6	62.7			
Science									
Social Studies									

DISTRICT Indian River SCHOOL Lord Baltimore Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	66.3	76.4	64.2	70.4	63.1	66.8			
Language		82.4	78.8	76.4	73.3	77.6			
Mathematics	72.7	87.7	75.1	75.1	77.5	81.0			
Total Battery		84.3	77.2	75.1	70.1	76.1			
Science									
Social Studies									

SCHOOL Philip C. Showell Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	63.1	56.8	53.1	56.4	54.6	55.0			
Language		65.3	57.2	65.4	56.5	67.6			
Mathematics	66.3	65.3	57.2	59.9	61.4	68.6			
Total Battery		61.4	57.1	60.5	56.9	64.4			
Science									
Social Studies									

SCHOOL _____

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Language									
Mathematics									
Total Battery									
Science									
Social Studies									

SCHOOL _____

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Language									
Mathematics									
Total Battery									
Science									
Social Studies									

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

REPORT TO THE LEGISLATURE, 1988

School District Indian River School District

District Superintendent Charlie R. Hudson

Date October 31, 1988

ANALYSES OF TEST RESULTS

The Indian River School District test results were analyzed using NCE scores in regular and combined scores for students. District-level and school-based item analyses were reviewed for areas of strength and weaknesses.

Strengths:

Indian River School District's elementary grades consistently score at high levels. The elementary grades' Total Reading, Language and Mathematics average scores were all above the State norm.

At the junior high level the Total Reading, Language and Mathematics were once again above the State averages.

At grade eleven, Total Language scores were above State norms.

INDIAN RIVER SCHOOL DISTRICT
Regular Students
Subsection Scores by NCE

GRADE	WORD ATTACK	READING VOCABULARY	READING COMPREHENSION	READING TOTAL	SPELLING	LANGUAGE MECHANICS	LANGUAGE EXPRESSION	LANGUAGE TOTAL	MATH COMP.	MATH C & A	MATH TOTAL	BATTERY TOTAL	REFERENCE SKILLS	SCIENCE	SOCIAL STUDIES
1	58.7	62.7	60.2	62.1	XX	XX	65.1	XX	59.7	68.1	65.3	XX	XX	XX	XX
2	62.7	63.7	63.6	65.4	64.0	75.4	61.6	70.3	68.8	68.4	72.5	69.4	XX	XX	XX
3	60.6	55.9	57.6	57.7	63.5	71.2	61.3	68.2	63.7	60.3	63.5	65.7	XX	XX	XX
4	XX	61.3	61.5	62.4	62.9	70.9	68.7	70.1	70.3	67.6	68.9	67.4	63.9	XX	XX
5	XX	60.7	62.1	61.4	65.2	69.8	60.2	66.8	72.3	63.3	69.3	64.9	62.2	XX	XX
6	XX	57.1	59.7	58.9	64.0	68.6	61.0	68.1	76.2	62.5	71.2	66.3	63.2	XX	XX
7	XX	56.0	58.5	57.8	59.7	66.8	62.5	65.8	69.1	63.7	66.0	63.4	57.0	XX	XX
8	XX	60.1	60.8	61.4	62.1	72.2	66.0	70.8	67.2	63.2	65.9	66.5	59.5	XX	XX
9	XX	54.6	54.0	54.7	57.1	65.7	55.0	63.8	60.3	54.9	59.8	60.8	56.2	55.7	59.3
10	XX	49.5	47.4	49.6	53.9	60.1	54.0	60.1	54.7	50.6	54.3	56.6	53.3	55.8	55.2
11	XX	49.4	51.1	51.4	55.2	59.8	55.7	59.5	56.9	52.1	54.6	56.4	53.9	52.9	55.3

Weaknesses:

Using the cut score of 55, grade eleven showed relative weakness in several subtests.

District reading scores are an average of 6 points lower than language and mathematics scores at grade levels.

TARGET SUBJECT AREAS

Reading continues to be a target subject area for the district.

Secondary subtest scores will also continue to be a district target.

EVALUATION OF 1987-1988 ACCOMPLISHMENTS

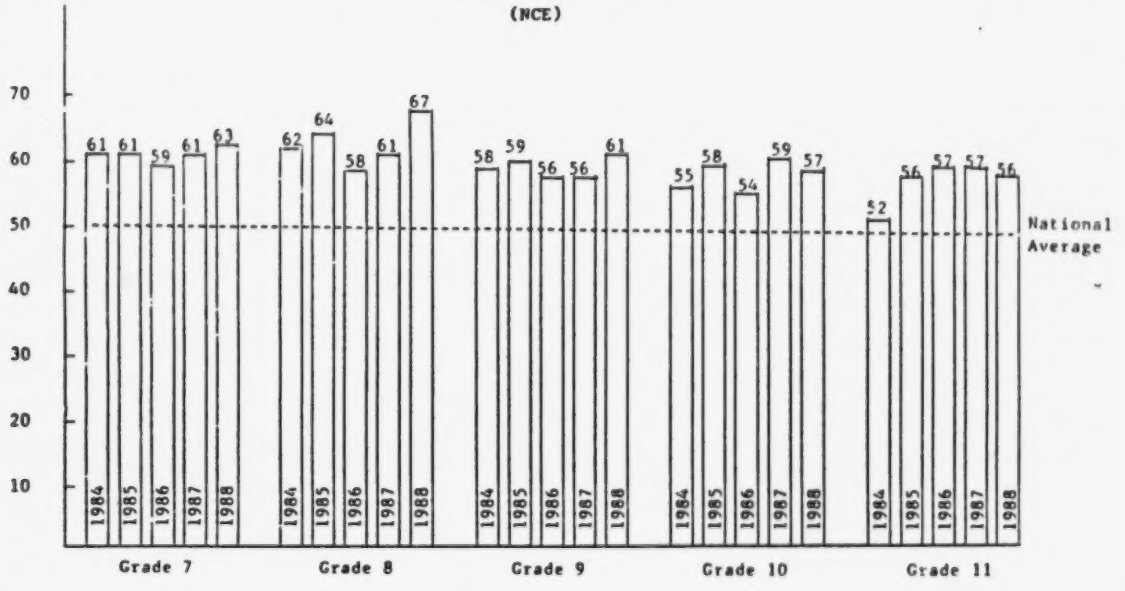
Secondary grades improved their scores overall by an average of 2 points over 1986-87 test scores.

INDIAN RIVER SCHOOL DISTRICT

TOTAL BATTERY SCORES OF REGULAR STUDENTS

REPORTED IN NORMAL CURVE EQUIVALENT

(NCE)



Indian River School District implemented a new reading series grades K-8. The new series places greater emphasis on reading comprehension with a lessened stress on decoding activities.

Building-level teams studied item analyses of test scores. Data received enabled teams to isolate weaknesses and develop plans for remediation.

PLAN TO REMEDY WEAKNESSES

Indian River School District will continue off-grade testing of grades K, 9 and 10.

The second year of the new reading program will emphasize refinement.

Building-level teams will continue to study item analyses to determine areas of need.

Secondary scores will be monitored closely in an effort to show an improvement in low subtest areas.

LAKE FOREST SCHOOL DISTRICT

DISTRICT LAKE FOREST STUDENTS: Regular and Special Education

Combined

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	58.5	62.3	57.8	57.9	55.9	57.7	56.2	56.3	63.8
Language		63.2	62.3	55.6	58.3	61.6	59.3	62.1	68.2
Mathematics	69.6	71.3	65.5	60.5	62.6	61.6	61.6	64.4	60.2
Total Battery		65.3	64.3	58.5	57.6	62.0	59.0	59.9	66.4
Science									61.2
Social Studies									64.9

SCHOOL Lake Forest High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									63.8
Language									68.2
Mathematics									60.2
Total Battery									66.4
Science									61.2
Social Studies									64.9

SCHOOL W. T. Chipman Junior

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading							56.2	56.3	
Language							59.3	62.1	
Mathematics							61.6	64.4	
Total Battery							59.0	59.9	
Science									
Social Studies									

SCHOOL Lake Forest East Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	54.0	68.2	55.8	60.8	54.5	61.8			
Language		71.2	62.1	61.9	53.2	62.4			
Mathematics	65.2	75.8	65.4	66.1	61.9	60.1			
Total Battery		72.5	62.7	62.5	55.0	63.6			
Science									
Social Studies									

DISTRICT Lake Forest SCHOOL Lake Forest North Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	57.5	59.0	56.5	52.9	56.8	54.9			
Language		58.0	58.4	50.3	58.5	60.4			
Mathematics	69.1	67.5	59.8	54.6	59.6	61.0			
Total Battery		60.5	60.5	53.5	57.6	60.8			
Science									
Social Studies									

SCHOOL Lake Forest South Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	62.4	62.3	61.4	61.5	56.3	57.9			
Language		64.3	67.7	58.0	62.2	62.8			
Mathematics	73.1	73.3	73.5	63.8	65.6	63.7			
Total Battery		66.4	70.8	61.6	59.8	62.1			
Science									
Social Studies									

SCHOOL _____

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Language									
Mathematics									
Total Battery									
Science									
Social Studies									

SCHOOL _____

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Language									
Mathematics									
Total Battery									
Science									
Social Studies									

Lake Forest School District

HARRINGTON, DELAWARE 19952 ● (302) 398-3244

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

REPORT TO THE LEGISLATURE, 1988

School District Lake Forest

District Superintendent Dr. James H. VanSciver

Date October 19, 1988

Analysis of Test Results

1. A complete item analysis was done on all schools in the district by our Assistant for Instructional Services. Using mean NCE and comparing the district average results of Spring 1988 with those of 1987, the following results were obtained (1988):

   a. Total reading

grade 1= + 0.4	grade 2= + 0.9	grade 3= + 4.9
grade 4= + 0.1	grade 5= + 2.8	grade 6= + 2.8
grade 7= + 1.6	grade 8= + 1.4	grade 11= + 12.3

   b. total language

	grade 2= - 3.4	grade 3= - 3.0
grade 4= - 1.7	grade 5= + 0.5	grade 6= - 0.6
grade 7= + 2.6	grade 8= + 2.7	grade 11= + 7.7

   c. total math

grade 1= + 2.4	grade 2= - 3.8	grade 3= + 2.8
grade 4= - 1.4	grade 5= + 0.2	grade 6= - 1.4
grade 7= + 0.3	grade 8= + 1.9	grade 11= + 12.3

   d. total battery

	grade 2= - 2.7	grade 3= + 2.1
grade 4= - 0.5	grade 5= + 1.3	grade 6= + 1.6
grade 7= + 2.1	grade 8= + 1.3	grade 11= + 10.2

   e. science

   grade 11= + 3.4

   f. social studies

   grade 11= + 4.2

2. Arbitrarily using a difference of 7 as being significant, Lake Forest students were compared with Delaware Schools and therefore +7 or more in objective was considered to be an area of strength, -7 or less a weak area. The following results were obtained when analyzing all five schools:

   ( ) = 1987

   Word Attack
   objectives N = 9 -7 or less=0(1) +7 or more=11(18)

   Vocabulary
   N = 7 -7 or less=4(2) +7 or more= 8(9)

   Reading Comprehension
   N = 7 -7 or less=7(2) +7 or more=12(7)

   Spelling
   N = 3 -7 or less=3(1) +7 or more= 4(6)

   Language Mechanics
   N = 6 -7 or less=8(1) +7 or more=13(23)
   NOTE: significant loss

   Language Expression
   N =12 -7 or less=14(5) +7 or more=11(11)
   NOTE: again a significant loss

Mathematics Computation
N =11 -7 or less= 3(5) +7 or more=18(23)
NOTE: growth maintained

Math Concepts & Application
N = 7 -7 or less= 3(7) +7 or more=15(8)
NOTE: additional progress made

Reference Skills
N = 4 -7 or less= 4(1) +7 or more= 4(7)

Science
N = 6 -7 or less= 0(0) +7 or more= 2(1)

Social Studies
N = 6 -7 or less= 0(0) +7 or more= 5(9)

3. These areas of weaknesses were further broken down in terms of grades, schools and question numbers.

Evaluation of Last Year's Accomplishments

1. The Lake Forest School District in 1987-88 focused in on the area of noted weaknesses, namely:

   a. language mechanics
   b. mathematics computation
   c. mathematics concepts and application

2. Basing ourselves upon the results obtained in #1 and #2 above and comparing 1987 with 1988, we concluded that:

   a. language mechanics= still an area of concern
   b. mathematic computation= growth maintained
   c. mathematics concepts and application= significant gains

District Priority Statement

1. Judging once again upon the strength (+7 or more) and weakness (-7 or less) chart, we see three major areas needing our attention. These are:

   a. vocabulary-needs our continued attention-some progress has been made
   b. language mechanics
   c. language expression

2. Specific grades were identified to help us to focus in on the problems experienced.

Plan to Remedy Weaknesses

The Assistant for Instructional Services has established a timetable (attached) and a procedure in an attempt to improve on our weak areas.

C.T.B.S. PLAN OF ACTION TIMETABLE

EVENT	PURPOSE	TIME FRAME	PERSON RESPONSIBLE	PERSON(S) INVOLVED	VERIFICATION
1. Do an item analysis noting all items with a -7 difference or more based upon Delaware schools	1. To determine areas of weaknesses	1. July 1988	1. Dr. Gilbert	1. -	1. Report is prepared
2. Present documentation to superintendent and Board of Education	2. Feedback on the district's overall analysis and results	2. August 1988	2. Dr. Gilbert	2. -	2. Document is submitted and approved
3. Review with building principals	3. To make them aware of procedure to be used and to obtain input	3. August 1988	3. Dr. Gilbert	3. Five Building principals	3. Reported in Principals' Council Minutes
4. Review with faculties of individual schools or department and prepare a plan of attack	4. Remediation of weak areas	4. Sept.-Oct. 1988	4. Dr. Gilbert	4. District teachers	4. Meetings are held
5. Review with teachers the plan of action, making comments if necessary, noting measurable objectives and signing document	5. Lend assistance and provide leadership to teachers	5. October-November 1988	5. Building principals	5. Teachers	5. Documents are sent to curriculum office
6. Report is sent to Board	6. Assurance of compliance as well as informational	6. January 1989	6. Dr. Gilbert	6. -	6. Report is submitted
7. Carrying-out plan of action	7. Remediation	7. Oct. 1988 March 1989	7. Teachers	7. -	7. Plans are implemented
8. District remediation plan is sent to D.P.I. for State legislature	8. Information and verification	8. Oct. 1988	8. Dr. Gilbert	8. -	8. Report is submitted
9. Review of plan of action in terms of measurable objectives results	9. To assure	9. Mar. 1989	9. Principals	9. Teachers	9. Statement of assessment is submitted to principals
10. Returning of signed statements of assessment	10. Documentation	10. May 1989	10. Principals	10. -	10. Statement of assessment is submitted to principals
11. Analysis is made.	11. To determine progress made	11. July 1989	11. Dr. Gilbert	11. -	11. Report is prepared

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LAUREL SCHOOL DISTRICT

DISTRICT LAUREL

STUDENTS: Regular and Special Education Combined

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	58.4	62.6	55.8	58.8	54.3	55.4	53.8	54.5	55.7
Language		63.2	61.8	57.5	59.9	60.5	60.7	59.6	60.0
Mathematics	62.0	67.2	63.6	59.6	66.4	60.5	61.0	55.9	52.4
Total Battery		63.8	62.1	59.2	59.1	59.2	58.6	56.3	57.5
Science									55.8
Social Studies									61.8

SCHOOL Laurel Senior High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									55.7
Language									60.0
Mathematics									52.4
Total Battery									57.5
Science									55.8
Social Studies									61.8

SCHOOL Laurel Central Middle

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading					54.3	55.4	53.8	54.5	
Language					59.9	60.5	60.7	59.6	
Mathematics					66.4	60.5	61.0	55.9	
Total Battery					59.1	59.2	58.6	56.3	
Science									
Social Studies									

SCHOOL North Laurel Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading		62.6	55.8	58.8					
Language		63.2	61.8	57.5					
Mathematics		67.2	63.6	59.6					
Total Battery		63.8	62.1	59.2					
Science									
Social Studies									

DISTRICT Laurel SCHOOL West Laurel Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	58.4								
Language									
Mathematics	62.0								
Total Battery									
Science									
Social Studies									

SCHOOL _____

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Language									
Mathematics									
Total Battery									
Science									
Social Studies									

SCHOOL _____

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Language									
Mathematics									
Total Battery									
Science									
Social Studies									

SCHOOL _____

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Language									
Mathematics									
Total Battery									
Science									
Social Studies									

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

REPORT TO THE LEGISLATURE, 1988

School District Laurel

District Superintendent Robert W. Hupp

Robert W. Hupp, Superintendent of Schools

Date October 26, 1988

I. OVERVIEW

Although general improvement was noted, following analysis of the 1987 Comprehensive Tests of Basic Skills - DEAP - results, the follwoing priorities were set:

District priorities for 1987-88 included the following:

1. To improve reading instruction at all levels
2. To improve content area reading and writing components
3. To continue improvement of middle school Spelling performance
4. To increase emphasis upon problem solving and analysis in all subjects

The critical areas were reading/writing and problem solving, as was evident from the overall analysis of results.

II. ANALYSIS OF TEST RESULTS

NORM REFERENCED

In order to determine the level of improvement from 1987 to 1988, the following analysis was made showing the NCE mean for the two years.

	Reading		Spelling		Language		Mathematics	
	'87	'88	'87	'88	'87	'88	'87	'88
1st Grade	57	58	-	-	59	60	63	62
2nd Grade	57	63	63	57	64	63	70	67
3rd Grade	53	56	63	64	65	62	63	64
4th Grade	56	59	60	56	57	58	62	60
5th Grade	53	54	56	55	61	60	64	66
6th Grade	54	55	53	65	59	61	64	61
7th Grade	51	54	56	56	54	61	56	61
8th Grade	52	55	57	54	58	60	56	56
11th Grade	51	56	58	56	58	60	55	52

The eleventh grade science and social studies results were as follows:

	'87	'88
Science	54	56
Social Studies	59	62

The 1986 to 1987 changes were as follows:

	Increase	Decrease	No Change
Reading	9	-	-
Spelling	2	5	1
Language	6	3	-
Mathematics	3	5	1
Science	1	-	-
Social Studies	1	-	-
Total	22	13	2

Reading scores increased at every grade level. In spelling, only two scores increased. Six language scores improved. In mathematics only three scores increased. Overall 22 of 37 scores increased. Twenty-four either improved or held at 1987 levels. It should be noted that a total of 29 scores had increased in 1987, making continuation of this trend unlikely. In terms of longitudinal data, we find the following changes by grade and subject.

Current Grade	Reading		Spelling		Language		Mathematics	
	'87	'88	'87	'88	'87	'88	'87	'88
Second	57	63	-	57	59	66	63	67
Third	57	56	63	64	64	62	70	64
Fourth	53	59	63	56	65	58	63	60
Fifth	56	54	60	55	57	60	62	66
Sixth	53	55	56	65	61	61	64	61
Seventh	54	54	53	56	59	61	64	61
Eighth	51	55	56	54	54	60	56	56

The changes in NCE for the same group of students from one grade to the next were as follows:

	Increase	Decrease	No Change
Reading	4	2	1
Spelling	3	3	-
Language	4	2	1
Mathematics	2	4	1
	13	11	3

For the seven grades - two through eight, students showed a general increase in scores; except in mathematics. However, both in language and mathematics, six scores remained in the sixties.

QUARTILE REFERENCED

A further analysis was done to determine whether district students' scores were properly distributed among the quartiles of the national standardization group. The results were as follows:

Quartile	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 11
				Reading					
76-99	32	49	28	34	25	32	20	22	31
51-75	38	23	33	32	30	28	34	39	29
26-50	24	15	32	21	37	25	33	25	25
1-25	7	13	7	13	9	14	13	14	15
				Spelling					
76-99	-	35	53	36	30	49	32	24	28
51-75	-	25	23	27	29	23	38	32	35
26-50	-	27	19	20	23	21	16	34	20
1-25	-	13	4	16	18	7	16	10	17

Quartile	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 11
				Language					
76-99	38	50	36	35	41	42	39	34	41
51-75	29	22	37	22	28	25	32	32	31
26-50	27	20	24	29	23	23	20	30	18
1-25	6	8	3	14	9	10	9	4	10
				Mathematics					
76-99	44	53	48	38	55	41	42	26	25
51-75	27	27	29	28	31	33	31	35	29
26-50	18	15	17	22	9	13	20	28	31
1-25	11	5	6	12	5	13	7	11	16

In reading the district was underrepresented in the top quartile only in grades seven and eight. Spelling was low at the top level in grade eight alone. No grade was below expectations for the top quartile in Language or Mathematics. This is a decided improvement over 1987, particularly in reading. No percentage exceeded 18 at the lower quartile, with a range starting at three. Every test for all levels shows more than 50 per cent of the students above national norms, as NCE scores indicate.

III. EVALUATION OF LAST YEAR'S ACCOMPLISHMENTS

District priorities for 1987-88 included the following:

1. To improve reading instruction at all levels
2. To improve content area reading and writing components
3. To continue improvement of middle school spelling performance
4. To increase emphasis upon problem solving and analysis in all subjects

As noted above, these objectives were substantially met, although there is obviously room for further improvement. This is true, even though reading, our primary priority area, has improved at every level over the past several years. In no test was the mean below the national norm of 50. This is the second year that the district has attained this level of achievement. A primary area of concern has been reading vocabulary. In this sub-field, scores have recently increased steadily. Scores were the highest ever in two, four through eight and eleven.

Mathematics scores remained high with NCEs over 60 in grades one through seven. Grade eight NCE was 56; grade eleven, 52. Although achievement was higher at most levels, and exceeded national norms in every grade, comparisons within the state still indicate discrepancies. Problems are apparent in writing skills in seventh and eighth grade, and in the higher skills levels of eleventh grade mathematics. Some deficiencies are still to be noted in grades four through seven in reading vocabulary.

Last year's objectives included the following:

Long Range Goals

a. To bring all mean district NCEs to the median state level in Reading
b. To bring all mean district NCEs to the median state level in Language
c. To bring all mean district NCEs to the median state level in Mathematics
d. To bring high school mean NCEs in Science and Social Studies to the state median

Short Term Objectives for 1987-88

a. For areas below state median, improve district ranking in all basic skills test areas by two positions in 1988
b. To improve high school science and social studies state rankings by one position in 1988
c. Maintain or improve all NCEs currently at or above state median

The 1986 to 1987 changes in rank were as follows. No data are available to derive the Spelling component.

	Reading		Language		Mathematics		Total	
	'87	'88	'87	'88	'87	'88	'87	'88
First Grade	8	9	-	-	9	10	-	-
Second Grade	11	5	11	10.5	11	9	11	9
Third Grade	13.5	7	13	10	11	4	12	8
Fourth Grade	12	11	14	13	6	14	14	13
Fifth Grade	13	14	5	6	7	1	4	5
Sixth Grade	15	12	11.5	11	7	9	13	12
Seventh Grade	16	12.5	13.5	8	16	8	16	10
Eighth Grade	16	15.5	7.5	15	13.5	14.5	13.5	15
Eleventh Grade	10	9.5	11	7	14	14	12	11

Eleventh Grade	'87	'88
Science	14	9
Social Studies	11	6

In 26 tests, 17 groups improved in rank; one was unchanged and eight declined: three only one place. Although objectives based upon improved state rank were not fully met, there was a steady overall increase in mean NCE maintained in all levels, as noted, above the national norm of 50. Of particular note, is the steady improvement in eleventh grade achievement. In Reading and Language, both NCE level and rank have improved steadily over the past five years. As this is our terminal testing level, these results are most encouraging: Mathematics has improved, but not as we would like.

IV. DISTRICT PRIORITY STATEMENT FOR 1988-89 SCHOOL YEAR

District priorities for 1988-89 will include the following:

1. To improve reading instruction at all levels
2. To improve content area reading and writing components
3. To improve high school mathematics performance
4. To increase emphasis upon problem solving and analysis in all subjects

The critical areas are reading/writing and problem solving, as is evident from the overall analysis of results

V. PLAN TO REMEDY WEAKNESSES

Long Range Goals

a. To bring all mean NCEs to the median state level in Reading
b. To bring all mean district NCEs to the median state level in Language
c. To bring all mean district NCEs to the median state level in Mathematics
d. To bring high school mean NCEs in Science to the state median

Short Term Objectives for 1988-89

a. For areas below state median, improve district ranking in all basic skills test areas by two positions in 1989
b. To improve high school science state rankings by one position in 1989
c. Maintain or improve all NCEs currently at or above state median

Activities

a. Complete new language textbook series adoption in Grades 1-8
b. Comtinue reading staff development program for all K-8 teachers
c. Enhance basic reading program in high school
d. Continue refinement of high school Mathematics I and II programs
e. Continue DEAP Item Analysis review procedures with staff
    1. Provide state DEAP reports to principal - from DPI
    2. Provide data on state rankings to principals
    3. Provide reports on objectives and test items where district fell more than five percentage points below the state average
    4. Require principals to prepare action plans for their buildings
f. Continue staff development in special education

Major Programs

The continued success of the ECIA Chapter 1 programs has had a long range effect in improving reading achievement for elementary and middle school students with reading problems. Since the adoption of DISTAR material for reading and language is now complete, it is expected that this more structured approach will result in consistently improved achievement for special education students in grades K-8. District quartile analyses continue to show improvement at the lower achievement levels.

Adoption of new reading series, K-8 has served to provide a firmer base in this skill area, resulting in improved achievement. Research seems to support the balance of structure and increased vocabulary provided by these programs.

In addition to these broad-based curriculum components, this district is now proceeding with the following program adaptations:

1. Implementation of a new science program K-8
2. Expansion of microcomputer learning components in special education classes at the elementary level.
3. Improved pupil placement procedures
4. Improving tracking/monitoring procedures for special education students
5. More structured special services evaluations

Long Range Educational Improvement Efforts

Emphasis in instruction/curriculum during the past year has been upon revising middle school curriculum guides. All curriculum guides K-12 have been revised. We are now planning to review materials in the following subject areas.

1. Elementary Schools
   a. Social Studies
   b. Spelling
   c. Language Arts
2. Middle School
   a. Social Studies
   b. English/Language Arts
3. High School
   a. English
   b. Science

DPI Technical Assistance

We plan to request DPI assistance in the following areas:

1. Assistance in providing elementary and middle school reading staff development
2. Continued training of special education staff and mainstream teachers
3. Assistance in staff training for diversification of instructional modes
4. Continued training in MIS procedures

WWL:pf

MILFORD SCHOOL DISTRICT

DISTRICT MILFORD

STUDENTS: Regular and Special Education

Combined

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	58.2	54.7	53.4	59.3	56.2	56.9	58.5	61.8	53.8
Language		58.6	59.7	63.3	61.3	60.7	67.0	71.9	60.2
Mathematics	65.2	68.4	62.0	67.3	65.3	65.9	68.3	72.0	62.1
Total Battery		59.5	60.2	63.0	59.7	61.5	64.5	68.5	59.1
Science									53.8
Social Studies									56.5

SCHOOL Milford Senior High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									53.8
Language									60.2
Mathematics									62.1
Total Battery									59.1
Science									53.8
Social Studies									56.5

SCHOOL Milford Middle

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading					56.2	56.9	58.5	61.8	
Language					61.3	60.7	67.0	71.9	
Mathematics					65.3	65.9	68.3	72.0	
Total Battery					59.7	61.5	64.5	68.5	
Science									
Social Studies									

SCHOOL Lakeview Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading		56.9	51.2	61.8					
Language		58.5	51.4	68.8					
Mathematics		65.2	57.9	72.3					
Total Battery		57.7	53.7	67.3					
Science									
Social Studies									

DISTRICT Milford SCHOOL Benjamin Banneker Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	58.2	56.9	57.1	58.3					
Language		60.0	64.1	58.8					
Mathematics	62.1	69.0	65.6	63.3					
Total Battery		60.6	64.8	60.0					
Science									
Social Studies									

SCHOOL Lulu M. Ross Elementary

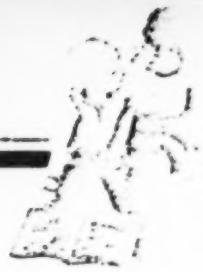
Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	58.2	51.3	50.6						
Language		57.1	58.6						
Mathematics	68.5	68.9	60.0						
Total Battery		58.8	58.2						
Science									
Social Studies									

SCHOOL _____

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Language									
Mathematics									
Total Battery									
Science									
Social Studies									

SCHOOL _____

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Language									
Mathematics									
Total Battery									
Science									
Social Studies									



MILFORD SCHOOL DISTRICT

906 Lakeview Avenue ● Milford, Delaware 19963-1799
(302) 422-1600

Charles E. Moses, M.Ed., Superintendent

Daniel McGinniss, M.Ed.
Assistant Superintendent

Judy B. Spiegel, Ed. D.
Director of Special Programs

Robert R. Sutcliffe, Ed.D.
Director of Instruction

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

REPORT TO THE LEGISLATURE, 1988

MILFORD SCHOOL DISTRICT

Charles Moses

Charles Moses

Superintendent

October 1, 1988

III-103

"Commitment to Excellence"

I. Analysis Of Test Results

Summary statistics using Mean Normal Curve Equivalent (NCE) scores for regular and special education students combined were used to analyze the District mean scores with the State mean scores on the 1988 Comprehensive Test of Basic Skills. Milford students scored at or above the State mean in:

Test	Grade
Reading	1-6-7-8
Language	4-5-6-7-8-11
Math	1-2-3-4-5-6-7-8-11
Battery Total	4-5-6-7-8-11

Milford students scored above the national mean of fifty (50) at all grade levels in Reading, Language, Math, Total Battery, Science and Social Studies.

The test scores reflect the continual improvement in student academic performance in basic skills.

II. Evaluation Of Last Year's Priorities

During the 1987-1988 school year, the Milford School District continued concentrating its efforts in developing critical thinking, problem solving, and decision making skills along with skill development programs in social studies and science. In addition, the district continues to evaluate and raise its promotion standards and to develop and improve course objectives, diagnostic techniques and evaluation programs. Staff development programs continue to provide training in the areas of reading, writing, mathematics, science and teacher effectiveness.

The district curriculum development activities, the development of instructional resource materials and the restructuring of high school course offerings, were implemented.

III. Plan to Identify and Remedy Weaknesses

The Milford Board of Education and administration are in the process establishing new priorities through a thorough needs assessment and self-study to establish new long range priorities. This process began under the new superintendent with an elementary school reorganization and the establishment of a district Director of Instruction. This process will result in updated district priorities for future staff and curriculum development.

IV. District Priority Statement

At present, while our self-study proceeds, the district intends to continue progress in the following areas (list does not reflect a rank order):

1. Science curriculum development at grades 3, 4, 7, and 8.

2. Implementation of Thinking Skills programs in our reading program.

3. Continued monitoring and refinement of Pre-K pilot program.

4. Health curriculum revision.

5. Curricular and instructional development based on DEAP results in each school across all grades.

NEW CASTLE COUNTY VOCATIONAL-TECHNICAL
SCHOOL DISTRICT

DISTRICT NEW CASTLE COUNTY VOCATIONAL TECHNICAL STUDENTS: Regular and Special Education

Combined

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									45.5
Language									51.3
Mathematics									50.9
Total Battery									49.3
Science									48.0
Social Studies									50.7

SCHOOL Delcastle Technical High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									46.8
Language									52.8
Mathematics									52.4
Total Battery									50.8
Science									49.4
Social Studies									52.0

SCHOOL Howard Career Center

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									45.3
Language									53.7
Mathematics									51.1
Total Battery									50.6
Science									47.2
Social Studies									51.5

SCHOOL Paul M. Hodgson Vocational Technical High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									43.2
Language									45.9
Mathematics									47.8
Total Battery									45.2
Science									45.9
Social Studies									47.3

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

REPORT TO THE LEGISLATURE, 1988

School District New Castle County Vocational-Technical

District Superintendent _____
Dr. Dennis L. Loftus (Acting Superintendent)

October 27, 1988
(Date)

DISTRICT NEEDS ASSESSMENT

SCHOOL DISTRICT: New Castle County Vocational-Technical

SCHOOL SUPERINTENDENT: Dr. Dennis L. Loftus, Acting Superintendent

SIGNATURE: _____ DATE: October 27, 1988

I. ANALYSIS OF TEST RESULTS

A committee composed of the Director of Instruction, Assistant Principals from all three District schools, and the Academic Curriculum Coordinator reviewed the test results for regular and special education students on the Comprehensive Test of Basic Skills (CTBS), both for eleventh graders, who participated in DEAP, and for ninth and tenth graders, who participated in the out-of-grade testing component. Scores were analyzed through a comparison of District and national norms for the major areas of Reading, Language, Mathematics, Science and Social Studies. Overall District performance levels were within national norms for Language, Mathematics, and Social Studies, and nearly at the norm for Science and Total Battery. However, Reading scores were at the lower end of the normal range.

Representatives of each school had completed an analysis of the data for their individual schools. An assessment of strengths and weaknesses for the individual schools: Delcastle, Hodgson, and Howard was made based on the 1988 results. A longitudinal analysis is also to be conducted by the District to focus on all areas over several years, but especially on Reading (both Vocabulary and Comprehension) skills.

Analysis of District scores showed no significant difference from national norms; but, rather that the overall performance of District students was in synchronization with the growth pattern of other students in the state. What can be documented now is that the growth curve of students of the New Castle County Vocational Technical School District parallels that of other students in the state. The major difference is the point where each group begins. District priorities, therefore, are based on the differences between where students are with where they could be if they had extra assistance. As a result, the District especially plans to focus on instructional intervention for selected students in Reading.

For each school, overall reading performance for students in eleventh grade in 1988 increased from the performance of students in tenth grade in 1987. However, the overall performance by tenth grade students of each school in 1988 DECREASED from that of performance of students in ninth grade in 1987. Consequently, the target group is clearly identified as students in eleventh grade for the 1988-1989 school year.

II. EVALUATION OF LAST YEAR'S PRIORITIES

A. Over a five year period new curriculum will have been developed, stressing basic skill areas, with emphasis for the 1989-1990 school year on twelfth grade English, Social Studies, and Mathematics.

B. Work will continue during the 1988-1989 for new guides for additional courses for the 1989-1990 school year, and these will reflect the results of participation in the national pilot projects in mathematics for vocational students called Applied Mathematics, and for English entitled Applied Communication.

C. Identification of "at-risk" students has progressed, and CTBS results are reviewed for determining appropriate instructional placement, especially for English classes. All results are examined to insure that eleventh grade students' performance demonstrates mastery of requisite skills for graduation. The performance of students in 1988 as eleventh graders compared to that of ninth graders in 1986 indicates that growth has occurred.

III. DISTRICT PRIORITY STATEMENT - 1988-89 SCHOOL YEAR

The District wishes to focus on the needs of the lowest twenty-five per cent of the students currently in eleventh grade and to conduct a pilot project whereby up to thirty students per school who had the lowest CTBS scores in Reading Vocabulary and/or Reading Comprehension which produced the lowest Total Reading scores will receive District help. The District perceives that weakness in reading underlies poor performance in all areas and affects achievement in all areas which require reading skills directly or indirectly to succeed.

IV. PLAN TO REMEDY WEAKNESSES

The District has proceeded to have an independent researcher identify the sixty lowest performances in Total Reading per school. From this list, every other student will be scheduled for special remedial help in the skills lab for up to three (3) periods per week for reading skills development through assistance from a teacher or through computer assisted instruction (CAI). The other half of the specially identified students will act as a control group. Attention will be given to have matched pairs and to eliminate from the analysis of the experiment students who are already receiving Chapter I help. To determine success of this program, a pre-post analysis will be made of the two groups' T scores, both for the 1989 DEAP testing and, if possible, for the 1988 CTBS results compared to the 1989 Stanford-Eight data.

The District plans to continue, as part of its long-range goals, to collect data through out-of-grade testing of ninth and tenth graders during the spring to make appropriate program and placement decisions, to utilize the talents of

special service staff to provide advice, counsel and services to high risk students and to offer both shop and academic faculty members in-service training to help them to help students, through such courses as Teaching Reading in the Content Areas and Understanding the Impact of Cultural Diversity.

There will be two areas which the District will need the assistance of the Delaware Department of Public Instruction: to insure that The Psychological Corporation develops equation tables between CTBS and Stanford-Eight and to facilitate the continuation of out-of-grade testing process to insure the generation of usable data for long rage analysis by Districts.

WVK/eja

RED CLAY CONSOLIDATED SCHOOL DISTRICT

DISTRICT RED CLAY CONSOLIDATED STUDENTS: Regular and Special Education Combined

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	53.7	62.2	54.2	60.4	57.3	56.3	56.6	58.1	57.5
Language		65.2	60.4	60.4	58.1	59.1	61.8	65.1	62.7
Mathematics	63.5	68.4	63.1	63.5	60.0	56.3	60.1	60.2	60.5
Total Battery		64.9	61.2	61.8	58.2	59.0	60.2	61.9	61.9
Science									56.5
Social Studies									60.4

SCHOOL Alexis I. duPont High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									63.0
Language									63.7
Mathematics									66.4
Total Battery									65.8
Science									62.7
Social Studies									65.7

SCHOOL John Dickinson High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									53.8
Language									61.5
Mathematics									58.8
Total Battery									60.1
Science									53.3
Social Studies									56.1

SCHOOL Thomas McKean High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									59.5
Language									67.5
Mathematics									62.2
Total Battery									64.8
Science									56.8
Social Studies									62.7

DISTRICT Red Clay Consolidated SCHOOL Wilmington High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									44.4
Language									53.4
Mathematics									44.2
Total Battery									48.2
Science									43.2
Social Studies									48.1

SCHOOL Alexis I. DuPont Middle

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading				66.9	62.9	59.8	60.8	60.5	
Language				68.2	63.8	62.7	64.8	64.0	
Mathematics				67.6	56.4	59.4	62.7	58.6	
Total Battery				70.1	62.7	62.7	63.9	62.2	
Science									
Social Studies									

SCHOOL Conrad Middle

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading						48.5	50.0	49.6	
Language						52.7	55.1	61.3	
Mathematics						48.7	49.0	53.8	
Total Battery						51.0	52.2	55.8	
Science									
Social Studies									

SCHOOL H.B. DuPont Middle

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading				68.1	64.9	66.7	67.6	68.8	
Language				68.5	63.0	68.3	75.0	71.3	
Mathematics				76.3	72.5	70.3	74.2	69.9	
Total Battery				71.3	66.3	70.2	73.6	70.8	
Science									
Social Studies									

DISTRICT Red Clay Consolidated SCHOOL Skyline Middle

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading						61.6	60.1	64.3	
Language						64.9	64.1	73.1	
Mathematics						60.1	65.4	64.2	
Total Battery						64.7	63.8	68.6	
Science									
Social Studies									

SCHOOL Stanton Middle

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading						52.2	51.0	53.6	
Language						54.1	56.6	58.6	
Mathematics						51.1	55.9	57.7	
Total Battery						53.4	54.2	56.0	
Science									
Social Studies									

SCHOOL Austin D. Baltz Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	46.5	50.6	46.8	48.2	48.1				
Language		55.5	49.5	49.0	48.9				
Mathematics	63.2	60.3	53.1	49.4	51.5				
Total Battery		53.7	50.5	48.7	48.6				
Science									
Social Studies									

SCHOOL Forest Oak Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	53.3	60.7							
Language		64.1							
Mathematics	61.3	66.5							
Total Battery		63.5							
Science									
Social Studies									

DISTRICT Red Clay Consolidated SCHOOL Heritage Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	59.7	68.0							
Language		69.9							
Mathematics	63.2	73.1							
Total Battery		70.5							
Science									
Social Studies									

SCHOOL Highlands Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	57.5	67.4	52.0						
Language		70.3	62.1						
Mathematics	66.7	67.1	62.9						
Total Battery		68.2	60.8						
Science									
Social Studies									

SCHOOL William Lewis Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	60.9	71.1	67.9						
Language		71.2	76.5						
Mathematics	65.7	76.6	78.5						
Total Battery		74.5	80.0						
Science									
Social Studies									

SCHOOL Marbrook Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	44.5	56.9	53.6	61.9	59.1				
Language		61.6	62.9	62.1	64.4				
Mathematics	56.7	63.9	56.7	64.7	64.0				
Total Battery		59.4	59.5	63.0	61.8				
Science									
Social Studies									

DISTRICT Red Clay Consolidated SCHOOL Anna P. Mote Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading				60.7	57.6				
Language				61.3	59.0				
Mathematics				61.7	64.5				
Total Battery				61.8	59.5				
Science									
Social Studies									

SCHOOL Richardson Park Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	49.9	60.6	49.8	53.8	46.4				
Language		65.1	61.1	57.5	46.1				
Mathematics	63.8	70.0	62.7	60.7	47.7				
Total Battery		64.6	58.8	56.5	46.1				
Science									
Social Studies									

SCHOOL Evan G. Shortlidge Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	56.4	63.3	54.7						
Language		65.3	60.5						
Mathematics	67.6	69.6	64.8						
Total Battery		65.7	61.9						
Science									
Social Studies									

SCHOOL Warner Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading			54.8	62.7	58.4				
Language			58.1	60.1	58.7				
Mathematics			63.4	65.0	59.4				
Total Battery			60.4	63.2	58.7				
Science									
Social Studies									

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

REPORT TO THE LEGISLATURE

1988

School District Red Clay Consolidated School District

District Superintendent _____

Date _____

II. ANALYSIS OF TEST RESULTS

Specifications:

The Red Clay Consolidated School District test results were analyzed using NCE scores and the combined scores for regular and special education students.

Average NCE scores for the Red Clay Consolidated School District were compared to the national average scores and a cut-off score of 55.0 was used to determine strengths and weaknesses, as used in prior test score analyses for the district.

Additional factors for determining strengths were subtests where more than 25% of the students were in the top quartile and fewer than 25% of the students in the lower quartile.

Strengths:

Average combined scores for Red Clay were higher than national CTBS averages in all subtests. Averages for total language, total math and total battery were above 55 for all grades except for grade 1 and grade 3 reading.

More than 60% of the regular students scored above the median for each of the major content areas of reading, language and mathematics. In language and mathematics, more than two-thirds of the students scored above the median.

Red Clay scored above the 55 NCE average in both the science and social studies subtests given at grade 11.

Weaknesses:

Using the cut-off score of 55, the district showed relative weakness in several reading subtests and total reading in grades 1 and 3.

In grade 6, there were relative weaknesses in reading, language and mathematics compared to other grades.

District mathematics scores are below last year's average mathematics scores at all grades 1 to 6. More than 10% of the regular students scored in the bottom quartile in grade 1 and grade 6.

Target Subject Areas:

As part of the Red Clay achievement improvement program, three target groups have been identified. The first is the group of regular students scoring in the bottom quartile. The second group is the individual schools whose scores are below the state average and the third group is sixth graders particularly in the area of mathematics.

III. EVALUATION OF 1987-88 ACCOMPLISHMENTS

For the past several years Red Clay Consolidated School District has identified lower quartile scorers as one priority, as well as the annual testing of grade 10 students. High school student testing was identified as a priority because there was no test data available on these students since their participation in the Delaware Assessment Program as eighth graders. Data received were used to identify areas of individual student weakness.

The lower quartile project functions to assure the district that students receiving lower achievement test scores are identified for available special remedial programs, such as Chapter I and Basic Skills programs.

In 1987, the district implemented a single basal reading series in all schools, grades K-8, and provided intense inservice programs for teachers with the expectation that a more consistent instructional program in reading would be provided to our students. Last year's reading score gains were maintained except at grades 1 and 3.

Sixth grade scores were targeted last year and these scores did not improve this year.

In 1987, the district implemented a single mathematics series across all grades at all schools.

IV. DISTRICT PRIORITY STATEMENT - 1988-89

Several priority programs have been implemented for 1987-88.

1. The second year of the new mathematics program will emphasize review and refinement to determine if the drop in elementary grade scores is due to curriculum changes in the new series.

2. The lower quartile project will be continued. Schools receive an individual performance profile and summary scores for students who scored below the 25th national percentile in any content area.

3. Grade 10 testing will be continued.

4. The sixth grade program will be received for areas of weakness and possibilities for improvement.

5. At each grade except grade 1, Red Clay has schools scoring among the top three schools in the state. For those schools, the priority activity is to maintain achievement levels at the established high levels.

These priorities continue to address both a general concern in the district that all students are provided an opportunity to learn the content on which their achievement is being measured and the specific concern that individual students and groups of students in need of supplementary education are provided opportunities to achieve.

V. PLAN TO REMEDY WEAKNESSES

The long range goal of the district is to provide an appropriate educational program for each student and to ensure maximum achievement for students at all ability levels. Each of the target activities related to student achievement is designed to help meet that goal by identifying specific needs and appropriate educational programs for students.

The district has adopted a five year plan of goals with accompanying objectives and activities. One of these is specifically in student achievement. Progress toward specific curriculum goals is also monitored by district and school performance on the statewide achievement test.

To remedy identified weaknesses, the efforts of many individuals are necessary:

- The Research and Evaluation Division of the Department of Public Instruction has provided individual student profiles for students in the lower quartile.
- Inservice assistance has been provided by both the Instructional Division and the Research and Evaluation Division of the Department of Public Instruction to identify areas for instructional and curriculum improvement.
- The Board of Education has supported instructional coordinator positions in reading, English, mathematics, social studies, practical arts and fine arts to work to systematically improve the instructional program.
- Additional test reports have been purchased at district expense to provide additional information for teachers and administrators.

The district views the information received from the testing program as invaluable in monitoring our success in maintaining and improving achievement across the grades at individual school and district levels.

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10/25/88

1988

	GRADES										
	1	2	3	4	5	6	7	8	9	10	11
Word Attack	-	++	++								
Reading Vocabulary	++	++	+	++	++	++	++	++			+
Reading Comprehension	-	++	-	++	++	+	++	++			++
Total Reading	-	++	-	++	++	++	++	++			++
Spelling		++	++	++	++	++	++	++			++
Language Mechanics		++	++	++	++	++	++	++			++
Language Expression	++	++	++	++	+	-	++	++			++
Total Language		++	++	++	++	++	++	++			++
Math Computation	++	++	++	++	++	+	++	++			++
Math Concepts	++	++	++	++	++	-	++	++			++
Total Math	++	++	++	++	++	++	++	++			++
Total Battery		++	++	++	++	++	++	++			++

+ Indicates a Strength

- Indicates a Weakness

SEAFORD SCHOOL DISTRICT

DISTRICT SEAFORD STUDENTS: Regular and Special Education Combined

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	64.3	61.3	55.4	59.5	55.1	54.7	53.7	60.7	55.7
Language		65.9	63.5	62.2	58.0	60.9	59.0	64.0	60.9
Mathematics	68.5	70.9	61.0	66.2	62.1	61.2	59.6	63.7	59.6
Total Battery		65.5	62.8	62.5	57.3	59.9	57.5	62.3	59.9
Science									56.7
Social Studies									60.5

SCHOOL Seaford Senior High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									55.7
Language									60.9
Mathematics									59.6
Total Battery									59.9
Science									56.7
Social Studies									60.5

SCHOOL Seaford Middle

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading						54.7	53.7	60.7	
Language						60.9	59.0	64.0	
Mathematics						61.2	59.6	63.7	
Total Battery						59.9	57.5	62.3	
Science									
Social Studies									

SCHOOL Frederick Douglass Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading				59.8	55.1				
Language				62.5	58.0				
Mathematics				66.5	62.1				
Total Battery				62.8	57.3				
Science									
Social Studies									

DISTRICT Seaford SCHOOL Seaford Central Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	66.5	55.0	54.3						
Language		60.0	61.1						
Mathematics	70.1	71.4	61.4						
Total Battery		61.0	61.0						
Science									
Social Studies									

SCHOOL West Seaford Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	63.0	67.1	56.5						
Language		71.5	65.6						
Mathematics	67.9	71.3	61.1						
Total Battery		69.9	64.4						
Science									
Social Studies									

SCHOOL _____

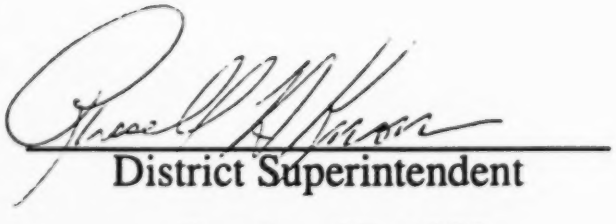
Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Language									
Mathematics									
Total Battery									
Science									
Social Studies									

SCHOOL _____

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Language									
Mathematics									
Total Battery									
Science									
Social Studies									

Delaware Educational Assessment Program
Report to the Legislature, 1988

Seaford School District
Seaford, Delaware



District Superintendent

October 27, 1988

Analysis of Test Results

Seaford's 1988 CTBS mean scores exceeded the national means at all grade levels on all subtests. In comparing 1988 and 1987 scores out of over one hundred (100) subtest scores, grades one through eight and grade eleven, Seaford mean scores improved on seventy-six (76) subtests, declined on only twenty-two (22) subtests, and remained the same on eight (8) subtests. Improvement in mean NCE scores was evidenced in all subtests in grades one, two, four, and eight.

As the State reaches the end of the ten-year cycle, Seaford is justifiably proud of the significant gains in achievement test scores in all subtests across all grade levels. In 1978 Seaford's mean NCE scores were well below the state average (Total Battery Score); in 1988 Seaford's mean NCE scores were slightly above the states average (Total Battery Score). The testing program has clearly demonstrated that Delaware students in general and Seaford students in particular have improved dramatically. Gains in student achievement have been the result of the commitment of the Seaford School Staff and the Seaford Board of Education to educational improvement.

While Seaford is proud of the significant gains made in achievement test scores, analysis of all results has been conducted by content area, by subtest, by objective, and by item for school, grade, classroom, and individual strengths and weaknesses. The results of this analysis have been shared publicly with the Board of Education, with professional staff, and with parents. In the analysis, combined scores were used, and the mean, median, top quartile, and bottom quartile were examined. In addition, district, school, grade, and classroom results were scrutinized comparing the percentage of correct responses from Seaford children with the state averages. Further, using reorganized tests results provided through the Department of Public Instruction, individual and group prior learning deficiencies are being addressed.

In general, mathematics remains a relative strength in Seaford, especially at the elementary level. First and second graders did an especially good job in mathematics. As a result of priority goal work over the past few years, progress has been seen in language scores. Reading scores continue to be lower than mathematics or language scores. While strong improvements were seen in the 1988 scores, the district will continue to emphasize and work to improve student word attack skills and vocabulary development and usage.

Evaluation of 1987-1988

Ten specific improvement efforts were planned and implemented along with Seaford's five priority goals in 1987-1988. The district remains committed to long-term consequential improvement in teaching and learning, and it recognizes that such improvement will not and cannot be realized immediately. In fact, significant program and/or personnel changes often result in short-term apparent score drops while the organization adjusts to and implements the changes. The improvements which Seaford made in its program and in its staff will provide a strong foundation for future achievement gains. The district will continue the long term emphasis on teaching and learning of the prescribed curriculum; persistence in the implementation of comprehensive plans will result in comprehensive improvements.

District Priorities

The Seaford Board of Education has adopted the following priority goals for the 1988-1989 school year.

- To continue to emphasize **and improve**:

  students' study skills;
  the student learning of prerequisite skills;
  student word attack skills, vocabulary development and usage;
  student performance in oral and written communications (including creative writing); and
  students' higher-level thinking and problem-solving skills.

- To reevaluate the balance of classroom teachers versus specialized and/or support staff so as to enhance the regular classroom. This reevaluation shall include but not be limited to:

  guidance services at Kindergarten;
  paraprofessional staff;
  a nurse at Kindergarten;
  library services at grades 1-3;
  guidance and support services in grades 6-12; and
  clerical assistance in all schools.

- To develop and implement plans/programs for, but not limited to, "at-risk students" which:

  increase student motivation, provide encouragement and positive motivation, and increase student success;
  address more successfully inappropriate behavior; and which continue to emphasize substance abuse and suicide prevention.

Plans to Remedy Weaknesses

The Seaford School District will continue to work to improve the achievement of its students. While the district will closely monitor the activities and will support the efforts, it is recognized that the substantive improvements will be made through implementation at the school and classroom level. Among the specific activities related to CTBS basic skills improvement are:

- To continue to emphasize and improve the student learning of prerequisite skills and competencies.

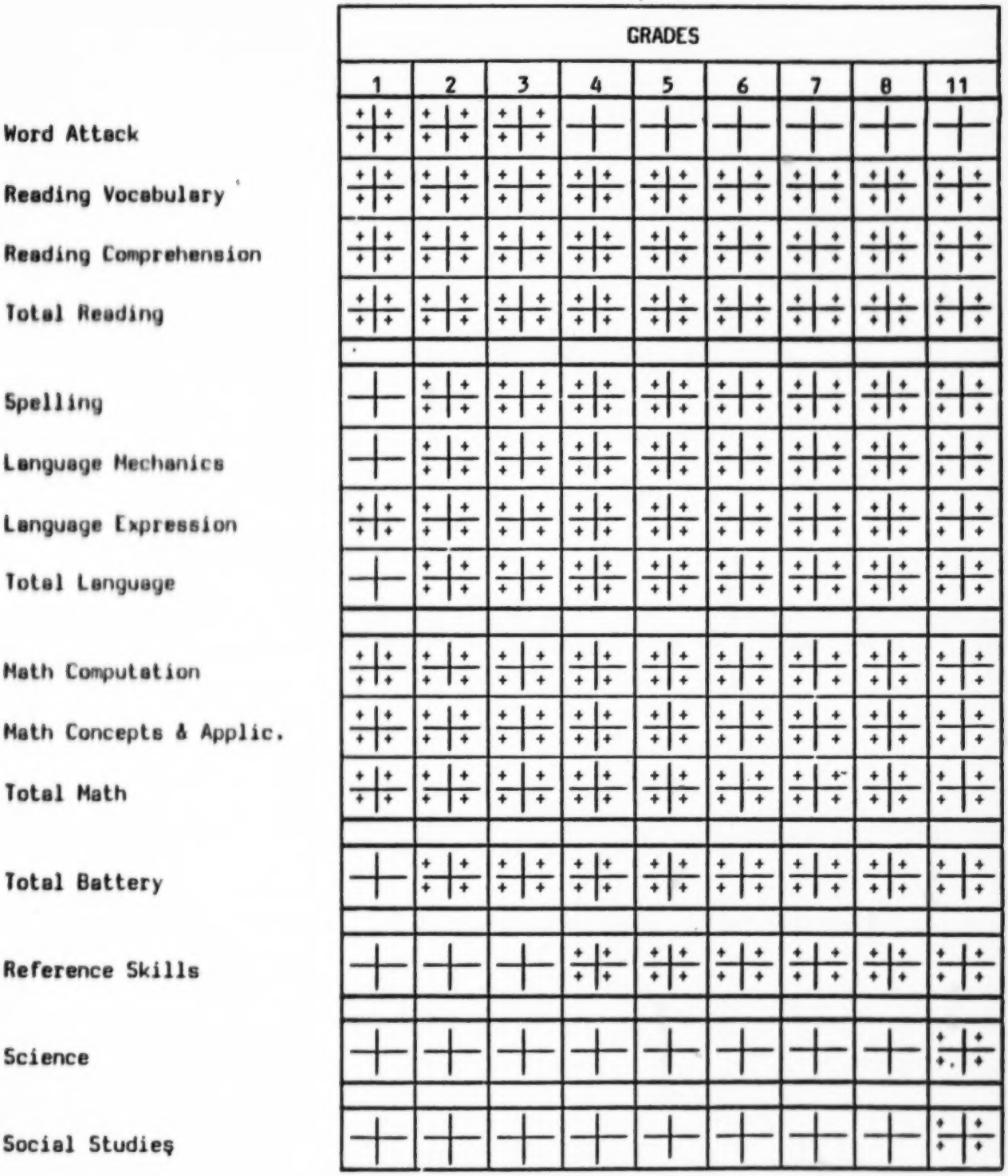
- To implement a formalized writing program and an integrated language arts program at Frederick Douglass Intermediate School and the primary schools.

- To continue to emphasize and improve word attack skills and vocabulary development and usage through staff inservice.
- To plan early intervention and remediation of basic skills deficiencies through expansion of the Chapter I program to grade one.
- To place heavy emphasis on reading/literature — providing students the opportunity for extra reading.
- To conduct a reevaluation of the high school curriculum.
- To develop and implement plans/programs for at-risk students.
- To re-emphasize the implementation of programs designed to foster student higher level thinking.
- To initiate the use of cooperative learning strategies.

SEAFORD SCHOOL DISTRICT
Seaford, Delaware
SJB:fvp
10/27/88

Mean NCE	Top Quartile %
Median NCE	Bottom Quarter %

1988 DISTRICT SUMMARY
STRENGTHS AND WEAKNESS



SMYRNA SCHOOL DISTRICT

DISTRICT SMYRNA

STUDENTS: Regular and Special Education

Combined

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	61.7	62.5	58.7	61.3	54.7	57.6	57.4	55.5	52.0
Language		61.9	64.8	61.8	55.9	60.8	62.3	59.8	52.9
Mathematics	66.3	63.0	61.7	63.2	55.5	58.2	62.0	58.1	56.0
Total Battery		61.5	64.9	62.2	54.9	60.3	61.0	57.4	53.9
Science									55.4
Social Studies									58.4

SCHOOL Smyrna High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading								55.5	52.0
Language								59.8	52.9
Mathematics								58.1	56.0
Total Battery								57.4	53.9
Science									55.4
Social Studies									58.4

SCHOOL Smyrna Middle

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading					54.7	57.6	57.4		
Language					55.9	60.8	62.3		
Mathematics					55.5	58.2	62.0		
Total Battery					54.9	60.3	61.0		
Science									
Social Studies									

SCHOOL Clayton Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	63.6	64.1	54.2	60.6					
Language		65.0	61.5	62.0					
Mathematics	65.3	66.1	56.5	60.0					
Total Battery		54.2	59.3	61.2					
Science									
Social Studies									

DISTRICT Smyrna SCHOOL Smyrna Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	59.9	59.1	61.3	61.3					
Language		59.3	66.8	62.3					
Mathematics	69.4	57.4	62.5	61.1					
Total Battery		57.3	67.0	61.6					
Science									
Social Studies									

SCHOOL Smyrna North Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	62.1	66.4	58.4	62.0					
Language		62.8	64.6	61.2					
Mathematics	63.4	68.6	64.7	68.6					
Total Battery		65.4	66.0	63.8					
Science									
Social Studies									

SCHOOL _____

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Language									
Mathematics									
Total Battery									
Science									
Social Studies									

SCHOOL _____

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading									
Language									
Mathematics									
Total Battery									
Science									
Social Studies									

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

REPORT TO THE LEGISLATURE, 1988

School District Smyrna School District

District Superintendent Kay A. Burk

Date October 25, 1988

SMYRNA SCHOOL DISTRICT

ANALYSIS OF TEST RESULTS

The Smyrna School District scores presented in this analysis are the mean Normal Curve Equivalent (NCE) scores for regular and special education students combined. The 1988 student scores improved in all but one area when compared to the average scores for 1987, as presented in Table I. Smyrna's test scores were above the national average in all areas tested.

TABLE I

Mean NCE Scores

Smyrna School District

	1987	1988
Total Reading	56.1	57.9
Total Language Arts	59.6	60.0
Total Mathematics	61.4	60.4
Total Battery	59.2	59.5

The higher test scores reported were in grade 1 reading (61.7) and mathematics (66.3); all scores in grade 2 reading, language and mathematics; grade 3 with a Total Battery 64.9; all scores in grade 4 with a Total Battery of 62.2. A major strength is noted in Language Arts resulting in part for curriculum changes. Most of the grades tested showed improvement over the 1987 test results (Table II).

TABLE II

Total Language

Regular and Special Combined

Grade	1987	1988
2	61.8	61.9
3	68.8	64.8
4	58.5	61.8
5	58.6	55.9
6	59.9	60.8
7	57.1	62.3
8	55.8	59.8
11	56.1	52.9

SMYRNA SCHOOL DISTRICT

Reading scores increased in all but grades 6 and 8. All grades, except 5, 8 and 11, were above the state average. Reading vocabulary and reading comprehension scores varied among the grade levels, the highest and most improved at grade 2 (Table III).

It is also noted that Reference Skills in grades 5, 8 and 11 are well below the state average. Grade 8 score shows greatest difference. The two lower grades were part of realignment, resulting in a change in location.

TABLE III

Total Reading

Regular and Special Combined

Grade	1987	1988
1	60.5	61.7
2	55.7	62.5
3	58.2	58.7
4	57.3	61.3
5	53.5	54.7
6	58.8	57.6
7	55.0	57.4
8	56.0	55.5
11	50.2	52.0

Scores in math (Table IV) are sporadic across all grade levels, with slight increases in grades 1, 2, 4, 7 and 11. Decreases are indicated in four of the nine grades tested.

TABLE IV

Total Math

Grade	1987	1988
1	62.5	66.3
2	62.1	63.0
3	67.3	61.7
4	59.2	63.2
5	58.6	55.5
6	70.3	58.2
7	59.6	62.0
8	59.4	58.1
11	53.5	56.0

SMYRNA SCHOOL DISTRICT

DISTRICT PRIORITY STATEMENT 1987-88 SCHOOL YEAR

* Curriculum development remains a top priority in the Smyrna School District. During the 1987-88 school year the district will write the Science curriculum and evaluate needs in Mathematics.

* Awareness of instructional objectives related to the curriculum will be emphasized. It is intended that concentrated effort on teaching objectives will result in improved test scores.

ACCOMPLISHMENTS FOR THE YEAR 1987-88

An updated and new Science series was implemented; however, a documented and articualted curriculum remains necessary. The district was not successful in evaluating curriculum needs in Mathematics.

The Smyrna School District was a pilot district for the new state teacher Performance Appraisal System. This was the second year of the two-year process.

DISTRICT PRIORITY STATEMENTS 1988-89 School Year

1. It is intended that concentrated effort on teaching objectives in Mathematics will improve scores in computation, concepts and application in all grades, especially after grade 2. Decreases are noted in grades 3, 5, 6 and 8. The decline in scores at grade 3 may be partly attributed to the larger than usual number of students with special needs across the district. At one elementary school, for example, one-third of the students were identified and placed in compensatory and special education programs.

2. During the 1988-89 school year the district will emphasize improvement of reading vocabulary and comprehension, an identified need in the middle school grades. Coupled with this is also a need to strengthen reference skills at the same levels. Growth in understanding and use of literary materials is anticipated.

PLAN TO REMEDY WEAKNESS

A basic skills specialist has been assigned to provide supplementary mathematics instruction in grades 5-12. Evaluaing the mathematics curriculum and updating materials remain a priority.

The Smyrna School District plans to strengthen language arts processes and skills by upgrading supplementary resources. A wider range of literary materials will be secured for school libraries. Informational usage skills will be taught in selected grades throughout the district.

SMYRNA SCHOOL DISTRICT

PLAN TO REMEDY WEAKNESSES (continued)

The Chapter I program (grades 1-4) impacts greatly on alleviating critical educational needs. It is expected that services not provided in the identified grades, would result in lower scores in all areas. Special education (Pre K-12) continues as a well-defined, supportive instructional program.

Due to the district's present financial plight, no commitment is made to a comprehensive educational improvement plan. Technical assistance will be requested from the Department of Public Instruction for professional development training and other matters related to overall school improvement.

WOODBRIDGE SCHOOL DISTRICT

DISTRICT WOODBRIDGE

STUDENTS: Regular and Special Education

Combined

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	51.4	68.2	53.4	61.2	56.0	56.9	60.6	58.7	52.9
Language		68.7	63.1	62.0	57.7	60.7	58.4	60.2	54.9
Mathematics	61.9	65.2	65.0	63.9	61.8	58.8	57.9	56.2	51.0
Total Battery		67.0	62.5	62.7	58.1	60.8	59.4	58.3	54.5
Science									49.2
Social Studies									55.4

SCHOOL Woodbridge Senior - Junior High

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading							60.6	58.7	52.9
Language							58.4	60.2	54.9
Mathematics							57.9	56.2	51.0
Total Battery							59.4	58.3	54.5
Science									49.2
Social Studies									55.4

SCHOOL Woodbridge Elementary

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	53.9	68.2	53.4	61.2	56.0	56.9			
Language		68.7	63.1	62.0	57.7	60.7			
Mathematics	65.1	65.2	65.0	63.9	61.8	58.8			
Total Battery		67.0	62.5	62.7	58.1	60.8			
Science									
Social Studies									

SCHOOL Woodbridge Early Childhood Education Center

Content Areas	Grades 1	2	3	4	5	6	7	8	11
Reading	31.7								
Language									
Mathematics	36.3								
Total Battery									
Science									
Social Studies									

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

REPORT TO THE LEGISLATURE, 1988

School District Woodbridge

District Superintendent J. Alan Terner

Date October 28, 1988

STRENGTHS AND WEAKNESSES BY OBJECTIVES

This section shows an analysis of the test results for each objective by grade for the years 1986, 1987, and 1988. Each objective at each grade level was classified according to the per cent of correct responses earned by Woodbridge students in relation to the per cent of correct responses earned at the state and national level.

S - Strengths - Per cent of correct responses by Woodbridge students equals or exceeds the per cent of correct responses at both the national and state levels.

E - Emendable - Per cent of correct responses by Woodbridge students equals or exceeds the per cent of correct responses at state or national level, but not both.

W - Weakness - Per cent of correct responses by Woodbridge students falls below the per cent of correct responses at both the state and national levels.

Areas classified as "W" need the greatest attention to strengthen this area of the instructional program. Areas classified as "E" are also viewed as areas where improvement will be sought. However, since these areas already equal or exceed either the state or national averages they are not viewed with the same level of concern as the "W" areas.

PERCENT OF OBJECTIVES IN EACH RATING CATEGORY BY GRADE LEVEL

GRADE	1			2			3			4			5			6			7			8			11		
	S	E	W	S	E	W	S	E	W	S	E	W	S	E	W	S	E	W	S	E	W	S	E	W	S	E	W
1986	54	41	5	35	61	3	41	59	0	37	63	0	28	71	0	73	27	0	16	81	2	67	33	0	9	33	58
1987	32	68	0	-	-	-	-	-	-	-	-	-	73	27	0	66	34	0	49	49	2	19	74	7	6	75	19
1988	9	86	5	77	23	0	38	62	0	28	72	0	42	56	2	49	51	0	51	47	2	37	63	0	7	61	32

1

REGULAR STUDENTS 1988

Percent of Strong, Emendable, and Weak Objectives by Subject and Grade

		1	2	3	4	5	6	7	8	11
Word Attack	S	-	50	80						
	E	100	50	20						
	W	-	-	-						
Reading Vocabulary	S	-	100	100	40	60	80	100	100	
	E	100	-	-	60	40	20	-	-	20
	W	-	-	-	-	-	-	-	-	80
Reading Comprehension	S	-	100	-	20	-	83	100	83	17
	E	67	-	100	80	100	17	-	17	83
	W	33	-	-	-	-	-	-	-	-
Spelling	S		100	-	-	67	67	33	33	-
	E		-	100	100	33	33	67	67	100
	W		-	-	-	-	-	-	-	-
Language Mechanics	S		100	100	80	60	33	-	-	-
	E		-	-	20	40	67	100	100	100
	W		-	-	-	-	-	-	-	-
Language Expression	S	-	83	20	89	-	33	55	45	14
	E	100	17	80	11	87	67	45	55	72
	W	-	-	-	-	13	-	-	-	14
Math Computation	S	100	-	100	33	100	40	80	-	-
	E	-	100	-	67	-	60	20	100	43
	W	-	-	-	-	-	-	-	-	57
Math Concepts	S	-	75	23	33	67	50	33	-	-
	E	100	25	77	67	33	50	67	100	50
	W	-	-	-	-	-	-	-	-	50
Reference Skills	S				-	-	-	75	25	50
	E				100	100	100	25	75	50
	W				-	-	-	-	-	-
Science	S									-
	E									33
	W									67
Social Studies	S									-
	E									100
	W									-

Summary

1. In the entire Woodbridge School District only one class score (11th grade science) fell below the national average.

2. Scores overall averaged 9.3 NCE points above the national average. The 1987 scores were 7.9 NCE points above the national average.

3. Woodbridge class scores equaled or exceeded state average in forty-eight out of one hundred six categories.

4. Woodbridge scores generally compare favorably with the scores of other districts.

5. Woodbridge students overall had correct responses that equaled or exceeded the per cent of correct responses at both state and national level on 37% of the objectives, and equaled or exceeded either state or national levels on 57% of the objectives.

District Priority Statement: 1987-88

We will continue to seek instructional improvement and higher student achievement through staff development and curriculum alignment. To this end, administrative positions have been aligned to provide a director of elementary education and a director for secondary education.

Attainment:

Many Woodbridge scores still remain below the state average. In some areas there were more objectives showing strengths (eg. were equal to or exceeded state averages) in 1987 than in 1988. However, in comparison to the fixed national averages there was an overall increase in achievement in the district. Also, in terms of the number of objectives showing strengths there are some areas of significant improvement, particularly in the junior high school grades. Taken as a whole, our test results showed evidence of a strong and effective instructional programs.

Priority 1988-89:

We will continue instructional improvement and higher student achievement through staff development, lesson analysis, and curriculum alignment. We will continue to make maximum use of re-organized class lists and other statistical reports to analyze areas of weakness.

Plan to Remedy Weakness:

We will pay particular attention to course content and instructional strategies dealing with those objectives which have shown consistent weakness over a two and three year period. Science is our weakest area, based on eleventh grade test results. We are implementing a new science program throughout the 1-12 system. The CTBS results will enable our teachers to give more careful attention and focus to the specific science objectives on which the performance of our students showed greatest need for improvement.

APPENDIX A

TABLE 3
PERCENT OF CORRECT RESPONSES BY ITEM
DELAWARE/NATIONAL SAMPLE
READING
SPRING 1988

Category / Objective	Grades 1 DE/NAT	2 DE/NAT	3 DE/NAT	4 DE/NAT	5 DE/NAT	6 DE/NAT	7 DE/NAT	8 DE/NAT	11 DE/NAT
WORD ATTACK									
Initial Consonant	92/82								
Final Consonant	84/69								
Cluster/Digraph Words	88/75	91/87							
Sight Words	87/77	94/88							
Medial Vowels	69/58	82/74	81/68						
Dipthongs/Variant Vowels		74/61	65/56						
Syllables/Roots/Affixes		90/79	91/73						
Compounds/Components		91/82	91/81						
Contractions			96/85						
READING VOCABULARY									
Oral Categories/Words	71/55								
Oral Definitions/Words	83/69								
Same Meaning	70/57	87/74	84/76	79/69	74/65	82/74	67/62	74/68	70/69
Unfamiliar Words in Context	81/64	80/69	85/77	74/65	67/59	76/69	75/69	81/74	74/70
Multimeaning Words			82/71	72/62	64/55	73/65	68/64	75/70	73/68
Missing Words in Context				69/61	70/65	80/74	75/68	82/74	71/68
Meaning of Affixes				82/67	87/74	90/81	79/67	83/73	75/72
READING COMPREHENSION									
Sentence Meaning	85/73								
Passage Details	52/46	81/68	80/72	73/63	76/66	80/73	72/67	78/74	84/80
Character Analysis	63/54	79/65	86/79	75/68	70/63	75/70	75/67	81/74	71/65
Main Idea		70/58	76/70	77/63	72/64	77/70	76/69	81/75	78/73
Generalizations		79/65	80/73	72/61	73/65	78/72	75/69	79/75	75/70
Written Forms			88/79	75/60	76/67	80/74	66/55	73/62	73/68
Writing Techniques				76/66	60/53	68/61	66/59	73/66	69/66

TABLE 4
PERCENT OF CORRECT RESPONSES BY ITEM
DELAWARE/NATIONAL SAMPLE
LANGUAGE
SPRING 1988

Category / Objective	Grades 1 DE/NAT	2 DE/NAT	3 DE/NAT	4 DE/NAT	5 DE/NAT	6 DE/NAT	7 DE/NAT	8 DE/NAT	11 DE/NAT
LANGUAGE MECHANICS									
CAPITALIZATION									
Pronoun I/Nouns/Adjectives		82/66	88/76	84/73	83/70	88/74	80/70	83/73	63/58
Beginning Words/Titles		85/66	92/81	90/78	61/47	67/53	65/51	71/57	74/63
PUNCTUATION									
Period/Question Mark/Comma/ Exclamation Point		80/62	81/67	79/66	71/61	78/66	70/60	76/63	78/72
Quotation Marks				68/48	80/68	87/74	83/68	88/72	
Colon/Semicolon									54/44
PUNCTUATION AND CAPITALIZATION									
Editing Skills				70/58	72/61	79/66	75/63	82/67	64/55
LANGUAGE EXPRESSION									
USAGE									
Nouns	87/77	89/80	69/63	64/54					
Pronouns		90/80	93/88	85/76	83/78	85/82	65/62	68/65	55/54
Verbs	69/56	84/73	87/81	80/72	81/75	83/79	77/72	80/75	62/58
Adjectives/Adverbs	81/66	87/77	84/77	90/81	73/67	78/73	76/68	82/72	91/88
SENTENCE STRUCTURE									
Sentence Patterns	87/72	95/89							
Sentence Formation	70/55	88/77	79/67	62/49					
Sentence Recognition				81/67	78/68	81/72	73/59	78/63	76/70
PARAGRAPH ORGANIZATION									
Sentence Combining				79/68	79/72	84/77	74/65	80/69	74/65
Topic Sentence				64/51	58/51	64/58	63/51	71/56	70/58
Sequence				80/67	70/63	76/71	66/56	73/61	75/69
Clarity					65/59	71/65	70/62	75/66	67/60
Types of Writing Style							73/60	81/66	86/76

TABLE 5
PERCENT OF CORRECT RESPONSES BY ITEM
DELAWARE/NATIONAL SAMPLE
MATHEMATICS
SPRING 1988

Category / Objective	Grades 1 DE/NAT	2 DE/NAT	3 DE/NAT	4 DE/NAT	5 DE/NAT	6 DE/NAT	7 DE/NAT	8 DE/NAT	11 DE/NAT
MATHEMATICS COMPUTATION									
Add Whole Numbers	79/69	90/80	84/76	83/73					
Add Decimals/Fractions				84/73	65/45	77/60	70/52	79/67	78/73
Subtract Whole Numbers	84/77	87/75	84/75	76/63					
Subtract Decimals/Fractions				73/56	71/57	80/72	72/54	82/69	77/72
Multiply Whole numbers			92/82	87/72	79/67	86/81			
Multiply Decimals/Fractions					67/60	77/71	62/51	75/62	79/74
Divide Whole Numbers			83/64	80/65	70/56	80/73			
Divide Decimals/Fractions							56/45	69/56	69/61
Integers							47/44	63/50	72/62
Algebraic Expressions									68/55
Exponents or Percents									66/56
MATHEMATICS CONCEPTS AND APPLICATIONS									
Numeration	86/70	86/77	82/70	72/58	68/59	76/69	64/51	74/60	72/67
Number Sentences			86/78	71/61	63/58	70/69	64/55	75/64	72/67
Number Theory			74/64	78/65	68/60	77/70	68/56	76/66	73/66
Problem Solving	78/58	92/83	82/75	71/57	73/66	79/77	67/58	75/68	71/66
Measurement		79/64	82/72	80/67	61/55	69/65	61/54	70/63	62/54
Geometry		85/75	85/77	68/51	71/62	78/71	80/70	88/78	80/71
Measurement/Geometry	80/66								

TABLE 6
PERCENT OF CORRECT RESPONSES BY ITEM
DELAWARE/NATIONAL SAMPLE
SCIENCE
SPRING 1988

Category / Objective	Grade 11 DE/NAT
Botany	73/69
Zoology	69/65
Ecology	65/61
Physics	59/54
Chemistry	73/69
Land/Sea/Space	62/55

TABLE 7
PERCENT OF CORRECT RESPONSES BY ITEM
DELAWARE/NATIONAL SAMPLE
SOCIAL STUDIES
SPRING 1988

Category / Objective	Grade 11 DE/NAT
Geography	53/44
Economics	79/67
History	70/62
Political Science	59/51
Sociology	69/60
Interdisciplinary	74/66

APPENDIX B

ctbs Comprehensive Tests of Basic Skills

STUDENT TEST REPORT

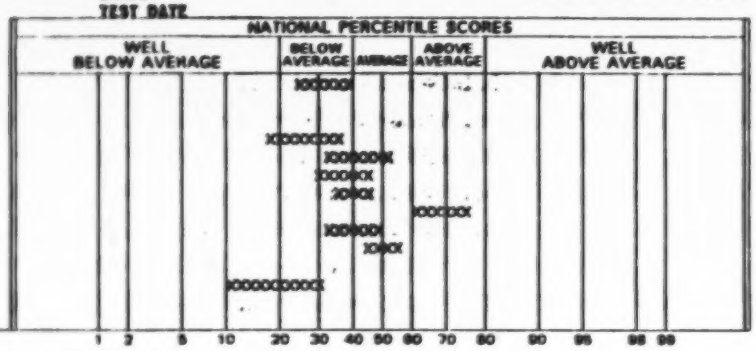
835683

NAME
TEACHER
SCHOOL
DIST/SCHOOL CODE:

DISTRICT
CITY/STATE
RUN DATE
STUDENT ID:

FORM/LEVEL
GRADE
TEST DATE

	DP	SP	NP
VOCABULARY	28	16	31
COMPREHENSION	A	A	A
TOTAL READING	A	A	A
SPELLING	15	12	24
LANGUAGE MECHANICS	33	23	41
LANGUAGE EXPRESSION	25	19	35
TOTAL LANGUAGE	29	18	39
MATH COMPUTATION	50	43	60
MATH CONCEPTS & APPL.	24	20	39
TOTAL MATH	34	28	48
TOTAL BATTERY	A	A	A
REFERENCE SKILLS	15	7	18


NATIONAL PERCENTILE SCORES
WELL BELOW AVERAGE
BELOW AVERAGE
AVERAGE
ABOVE AVERAGE
WELL ABOVE AVERAGE
1 2 5 10 20 30 40 50 60 70 80 90 95 98 99

DP = DIST PERCENTILE
SP = STATE PERCENTILE
NP = NATIONAL PERCENTILE

SCORE CODES
A - NO VALID AMOUNT
X - NO SCORE AVAILABLE
= - MAX/MIN SCORE POSSIBLE FOR LEVEL

INTERPRETATION OF SCORES

NORMS

THIS STUDENT'S TEST PERFORMANCE MAY BE COMPARED WITH THAT OF THE NATIONAL NORM GROUP BY REFERRING TO THE NATIONAL PERCENTILE COLUMN (NP) ABOVE. ACHIEVEMENT IN THE BASIC SKILLS IS BEST SUMMARIZED BY THE "TOTAL" SCORES. THE STUDENT'S TOTAL BATTERY SCORE IS ** THE NATIONAL AVERAGE (THE 50TH PERCENTILE). IN READING, THE STUDENT'S ACHIEVEMENT WAS BETTER THAN APPROXIMATELY ** PER CENT OF THE NATION'S 7TH GRADERS; IN LANGUAGE, BETTER THAN APPROXIMATELY 39 PER CENT; IN MATHEMATICS, BETTER THAN APPROXIMATELY 48 PER CENT.

(**) THIS STUDENT HAS NO NATIONAL PERCENTILE SCORE ON TESTS MARKED BY TWO ASTERISKS.

OBJECTIVES

CONTENT AREAS INCLUDED IN CTBS ARE INDICATED AS FOLLOWS: READING (R), SPELLING (SP), LANGUAGE (L), MATHEMATICS (M), REFERENCE SKILLS (RS).

THE STUDENT IS STRONG IN SKILLS RELATED TO:
USE OF QUOTATION MARKS (L).

THE STUDENT MAY NEED FURTHER INSTRUCTION TO DEVELOP SKILLS RELATED TO:
LOCATING INFORMATION IN THE DICTIONARY (RS), LOCATING INFORMATION IN BOOKS (RS), IDENTIFYING DEFINITIONS OF MULTIMEANING WORDS (R), IDENTIFYING OR DEVELOPING TOPIC SENTENCES (L), SOLVING PROBLEMS INVOLVING INTEGERS (M), IDENTIFYING APPROPRIATE WRITING STYLES (L), UNDERSTANDING NUMBER THEORY (M), UNDERSTANDING NUMERATION (M), CAPITALIZATION OF PRONOUN I, NOUNS, AND ADJECTIVES (L).

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DEAR PARENT
THIS IS A REPORT OF YOUR CHILD'S TEST RESULTS IN THE BASIC SKILLS OF READING, LANGUAGE ARTS, AND MATHEMATICS. THESE TESTS WERE RECENTLY GIVEN TO ELEMENTARY AND SECONDARY SCHOOL STUDENTS IN DELAWARE. RESULTS OF THESE TESTS WILL BE USED BY TEACHERS TO PLAN BETTER INSTRUCTION IN YOUR SCHOOLS.

SINCERELY,
William B Keene
WILLIAM B KEENE
STATE SUPERINTENDENT
STATE DEPARTMENT OF PUBLIC INSTRUCTION

EXPLANATION OF SCORES

THIS REPORT SHOWS YOU HOW WELL YOUR CHILD DID ON THIS YEAR'S TESTS. YOUR CHILD IS COMPARED TO OTHER STUDENTS IN THE SAME GRADE WHO TOOK THE TESTS IN YOUR DISTRICT, IN THE STATE AND THROUGHOUT THE NATION.

THE SUBJECTS TESTED ARE LISTED ON THE LEFT SIDE OF THE CHART. THE PERCENTILE SCORES ARE THE PERCENTAGES OF STUDENTS IN YOUR DISTRICT, STATE OR NATION WHO SCORED BELOW YOUR CHILD ON EACH TEST.

ON THE RIGHT SIDE OF THE CHART, THE ROWS OF X'S SHOW HOW WELL YOUR CHILD DID ON THE TESTS AS COMPARED TO OTHER STUDENTS THROUGHOUT THE NATION. YOUR CHILD'S NATIONAL PERCENTILE SCORES ARE WITHIN THE RANGE INDICATED BY THE ROWS OF X'S

DELAWARE EDUCATIONAL ASSESSMENT PROGRAM

QUARTER MONTH:
CTB ID =

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ctbs Comprehensive Tests of Basic Skills

NAME:
TEACHER:
SCHOOL:
DISTRICT:

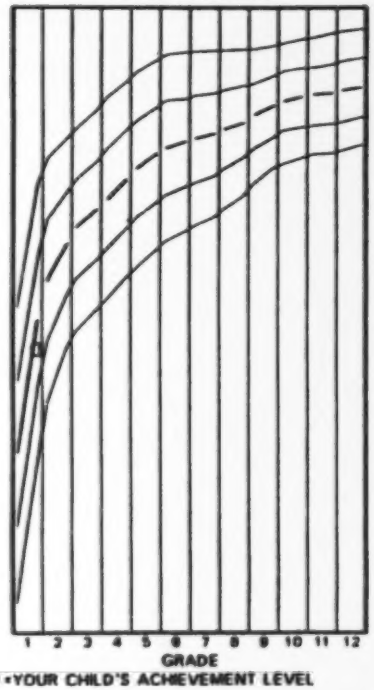
CTB I.D.:
GRADE:
RUN DATE:
STATE:

STUDENT PROGRESS REPORT

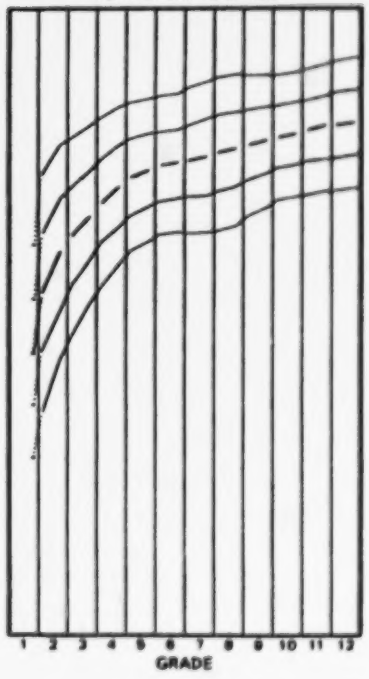
DIST/SCH CODES:
STUDENT ID:

CURRENT YR QTR MTH:

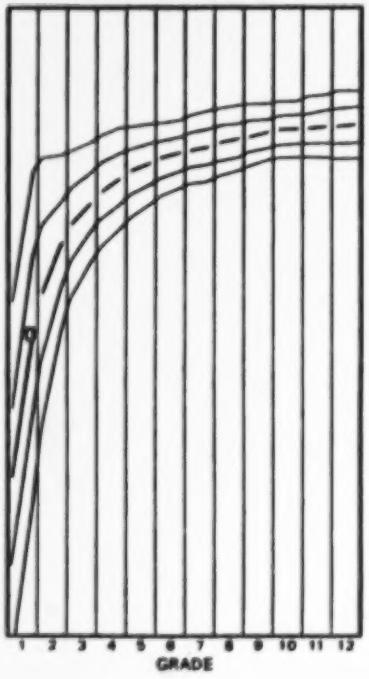
TOTAL READING



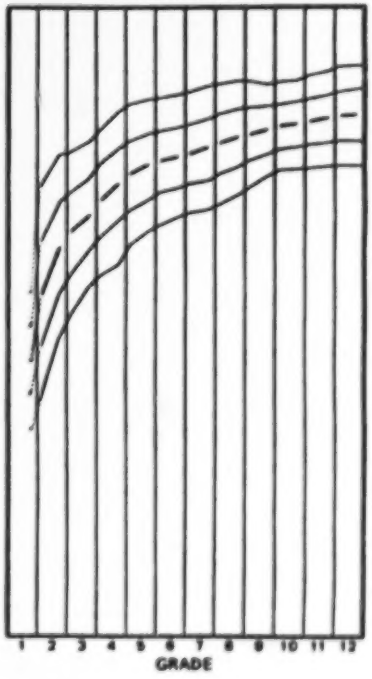
TOTAL LANGUAGE



TOTAL MATHEMATICS



TOTAL BATTERY



O = YOUR CHILD'S ACHIEVEMENT LEVEL

THIS PAGE IS DESIGNED TO SHOW GRAPHICALLY HOW WELL YOUR CHILD DID ON THE COMPREHENSIVE TESTS OF BASIC SKILLS (CTBS) FOR SEVERAL YEARS. YOUR CHILD'S TOTAL ACHIEVEMENT SCORES ARE SHOWN ONLY IF HE OR SHE TOOK EACH PART OF THE TEST.

YOUR CHILD'S ACHIEVEMENT LEVELS ARE SHOWN BY AN O FOR EVERY GRADE IN WHICH HE OR SHE TAKES THE CTBS. IF THE O 'S ARE IN THE SHADED AREA, THEN YOUR CHILD SCORED WITHIN THE RANGE OF AVERAGE SCORES FOR THE TEST. IF THE O 'S ARE ABOVE THE SHADED AREA, THEN YOUR CHILD SCORED WELL ABOVE THE NATIONAL AVERAGE FOR THE TEST. IF THE O 'S ARE BELOW THE SHADED AREA THEN YOUR CHILD SCORED WELL BELOW THE NATIONAL AVERAGE FOR THE TEST.

THE O 'S SHOW THE PROGRESS YOUR CHILD HAS MADE IN RELATION TO THE NATIONAL AVERAGE. THE O 'S ARE NOT AS EXACT AS THE SCORES ON THE STUDENT TEST REPORT (PAGE 1).

SEE YOUR CHILD'S PRINCIPAL, COUNSELOR, OR TEACHERS FOR MORE INFORMATION ABOUT YOUR CHILD'S ACHIEVEMENT PROGRESS.

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